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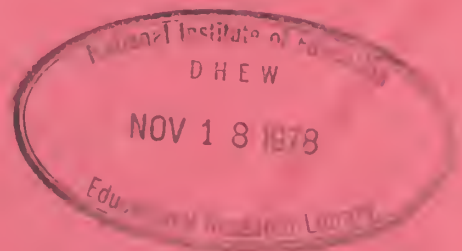


EVALUATION OF NEW YORK CITY TITLE I  
EDUCATIONAL PROJECTS 1966-67

EXPANSION OF THE FREE CHOICE OPEN  
ENROLLMENT PROGRAM

By David J. Fox

September 1967



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SUMMARY REPORT

Date: July 31, 1967

Project: Expansion of the Free Choice Open Enrollment Program

Evaluation Director: Dr. David J. Fox, Associate Professor  
Director of Office of Research and  
Evaluation Services  
College of the City of New York

NOTE: To assist in the planning of Title I  
projects for 1967-8, this summary  
was prepared after the collection  
of all data but before the writing of  
the final report. The final report  
will contain a complete, detailed  
evaluation of the project.



## EXPANSION OF THE FREE CHOICE OPEN ENROLLMENT PROGRAM

The Free Choice Open Enrollment Program is a comprehensive program designed to promote quality integrated education in the schools. Pupils residing in economically disadvantaged areas who attend schools with a heavy concentration of minority groups are encouraged to transfer to schools with unused space and a more varied ethnic distribution.

The "receiving" schools are supplied with increased staff and services, including additional classroom teachers, supervisory personnel, guidance counselors, subject specialists, remedial teachers, community coordinators and school aids.

Pupil transportation from home to and from the "receiving" schools is supplied free of charge.

The current evaluation of the Free Choice Open Enrollment program for elementary and junior high schools is based on data collected for the 1966-1967 school year. The study included sample groups from the schools that received bussed-in children (receiving schools) and the schools from which they were bussed (sending schools). In evaluating the data, the elementary and junior high schools were considered independently. The visitors observed 92 classes in 11 sending schools and 197 classes in 22 receiving schools in the elementary schools. In the junior high schools, they observed 23 classes in 4 sending schools and 33 classes in 4 receiving schools.

The data were obtained from in-class and overall school observations conducted by experts in the fields of education and social sciences. The observers went to both the receiving and sending schools, using the same rating instruments.

Ratings in four major areas--teacher functioning, children's functioning, overall school appraisal, and overall quality of instruction--were made separately for the receiving and sending schools. The data for both types of schools were then compared.

In addition, reading achievement scores for a sample of fifth-grade children were obtained from the citywide Metropolitan Achievement Test given in April 1967.

### Teacher Functioning

The conclusions reached on teacher functioning were based on ratings of teacher behavior and classroom lessons. The lesson data were based on ratings of teacher behavior and classroom lessons. The lesson data were based on ten criteria: (1) overall planning and organization, (2) level of creativity in the lessons, (3) extent to which the lesson related to





material taught earlier, (4) extent to which a foundation for future lessons was established, (5) extent to which a foundation was established for children's independent work, (6) effectiveness of the teacher's verbal communication with the children, (7) opportunities for children to relate the lessons to their own background and experience, (8) amount of material covered, (9) depth of the lessons, and (10) extent and effective use of teaching aids. The ratings of the teachers were based on their attitude and appearance.

Elementary Schools: The data for the most part revealed only negligible differences in teacher functioning in sending and receiving schools. with one exception: a higher proportion of lessons observed in the sending schools was rated as well organized and planned (56 percent vs 46 percent).

An overall appraisal of data for the two groups of schools indicated "above average" or "outstanding" ratings for the following criteria: the extent to which the lessons referred to earlier materials, effectiveness of the teacher's verbal communication with the children, and opportunities for the children to relate the lessons to their own background and experience. The observers also uniformly rated the teachers' attitudes and appearance as "above average."

The following areas received "average" ratings: creativity, forming a foundation for future lessons and for independent work, the amount of material covered, and the depth of the lesson. A "poor" rating was given to the extent and effectiveness of use of teachings aids.

In the junior high schools: On eight of the variables the observers' ratings showed that the receiving schools were "above average," which made them generally superior to the sending schools. The differences in proportion of "above average" ratings were sometimes extreme, particularly on the amount of material covered, the depth of the lesson, effectiveness of the teacher's verbal communication with the children, and teacher behavior. Even when both types of schools received an "above average" rating on a criterion, the proportion of receiving schools receiving the rating was higher. This was in the areas of lesson planning and organization, and the extent to which lessons referred to earlier material.

Establishing a foundation for future work and for independent work were rated by the observers as being "average" for receiving and sending schools, and almost all observers rated the extent and effective use of teaching aids as "very poor."

#### Children's Functioning

Seven criteria governed the evaluation of how well the children functioned within the sending and receiving schools: (1) behavior, (2) participation in the lesson, (3) interest and enthusiasm, (4) frequency of volunteered responses to teacher questions, (5) verbal fluency, (6) verbal intercommunication, and (7) interrelationships



In the elementary schools: For two criteria, extent of participation and interest and enthusiasm, there were very slight differences between the sending and receiving schools. In both the ratings indicated that most children were actively involved in the lessons and showed a better than average amount of interest and enthusiasm. The observers found that although most children in both groups of schools were exceptionally "well-behaved", the majority of observers reporting that these ratings were higher in the receiving schools (84 percent vs. 74 percent).

An "above-average" rating was given the receiving schools for the remaining four criteria, while the sending schools received "average" ratings for the frequency of volunteered responses and for interrelationships, and "below average" ratings for verbal fluency and intercommunication.

In the junior high schools: The contrast between the receiving and sending schools was even more striking in the area of children's functioning than it was in teacher functioning. The observers' ratings for the receiving schools on six of the seven criteria ranged from "above average" to "outstanding." The remaining function, verbal intercommunication, was judged as "average."

In the sending schools the children's behavior was the only criterion rated positively--that is, the children were rated as well-behaved--though the rating was not nearly as high as that of the receiving school children (94 percent vs. 61 percent).

The remainder of the criteria were rated as "below average;" and in some cases "very much below average".

#### Overall School Appraisal

At the end of each school visit the observers rated the school as a whole, considering the individual lessons seen and all other activities observed. The overall school evaluation was based on the general school climate, the general attitude of the administrative staff, the teachers' attitudes toward the children, the children's attitude toward the teachers, and the discipline displayed in the classrooms.

In the elementary schools: Here the view of the observers was that the receiving schools were far better than average. For every criterion judged, the receiving schools were rated "above average," with a low of 62 percent on administration's general attitude and a high of 84 percent on discipline displayed. For the sending schools the highest ratings were received in administration's attitude, teachers' attitudes, and discipline, where 50 percent were "above average." All the other variables were rated as "average" or "below average."



In the junior high schools: The pattern previously noted in the junior high school ratings is emphasized further in the overall school appraisal. The differences between the highly positive ratings of the receiving schools and the negatives of the sending schools were extreme. The observers felt that on all the criteria the receiving schools were "above average." Indeed 100 percent felt that the classroom discipline was "above average" or "outstanding." In contrast, in the discipline ratings for the sending schools, 57 percent were "below average." On no criterion were the sending schools rated "above average," and in only one as "average" (administration's attitude). On every other criterion the ratings were negative.

#### Quality of Instruction

The observers were asked to base their evaluation of the composite quality of instruction on the lessons they had observed and in terms of how they would feel about having a child of their own enrolled in the school.

In the elementary schools: Judging the quality of instruction by the lessons they had seen, the observers indicated no differences between the sending and receiving schools. This was consistent with the ratings given to teacher functioning. The instruction in both schools was rated as "better than average."

However, in stating how they would feel about having their own child attend the schools, 64 percent were strongly positive about the receiving school and 73 percent were extremely negative regarding the sending school.

In the junior high schools: In considering the quality of instruction of the observed lessons, 52 percent of the observers rated the receiving schools "above average" or "outstanding," as compared with 26 percent of the sending schools in the same category.

In responding to how they would feel about having their own child attend the schools, every one of the observers was strongly positive or enthusiastic about sending his child to the receiving school as compared with 71 percent who were equally negative about having a child in the sending school the differences were almost as far apart as possible on rating scale.

#### Achievement in Reading

Achievement data in reading were available for all children in the receiving and sending schools studied. Separate data for the children being bussed were obtained for a sample of the children currently in the fifth grade who were studied in the 1966 evaluation of the Open Enrollment program. Overall, the fifth grade in the receiving schools had a mean





reading level of 6.4, with the children being bussed averaging 4.8. The comparable mean in the fifth grade of the sending schools was 4.7. Thus, these data indicate comparable performance between the bussed children in sending schools in the fifth grade, with neither group of children approaching the levels achieved by the resident children in the receiving schools.

CONCLUSION:

The 1966-67 evaluation of Open Enrollment concentrated on obtaining data on ratings on the in-class functioning of children in both sending and receiving schools. These data indicate that at both elementary and junior high school levels the children being bussed to receiving schools were functioning more effectively than children in the sending schools. That the differences were greater in junior high school than in elementary school suggests that the cumulative effect of Open Enrollment is positive.



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EXPANSION OF THE FREE CHOICE OPEN ENROLLMENT  
PROGRAM

David J. Fox

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Committee on Field Research and Evaluation  
Joseph Krevisky, Assistant Director

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## Chapter I

### INTRODUCTION AND PROCEDURE

This is the report of the 1966-67 evaluation of the Free Choice Open Enrollment Program conducted in the New York City Public Schools. The Free Choice Open Enrollment program was designed to promote quality integrated education in the schools. Pupils residing in economically disadvantaged areas who were attending schools with a heavy concentration of minority groups were encouraged to transfer to schools with unused space where a more varied ethnic distribution existed. Summarized procedurally, this meant that children who entered the program were transported by bus to a receiving school which they attended rather than the sending school in their home neighborhood.

The Free Choice Open Enrollment program (hereafter referred to as OE) was evaluated at the end of the 1965-66 academic year in a multifaceted evaluation which covered: inclass observations in the receiving schools, both resident and OE children's perceptions of self, school; teacher and each other, obtained both through paper and pencil instruments and interviews with children; a sociometric analysis of friendship patterns within classes; analysis of school history as reflected on the cumulative record cards; analysis of progress in reading for OE children in general and an analysis of comparative progress for a sample of OE and sending school children matched on age, sex, and reading grade at the time the OE child entered the program; face-to-face interviews with principals, teachers and supplementary staff in the receiving schools.



This study was conducted in 38 receiving schools and included all receiving schools which enrolled at least 30 OE children, as well as a sample of those which enrolled fewer children. Also included were 25 sending schools, in which time permitted only duplication of three parts of the study conducted in the receiving schools: the administration of paper and pencil instruments to obtain childrens' perception of class and school, the analysis of record cards, and the analysis of reading progress.

Four major factors were considered in the final development of the plan for the 1966-67 evaluation. First, no changes had been made in the administration or functioning of the OE program in 1966-67 as compared to 1965-66. Second, it was recognized that the possibilities for expansion of the program were severely limited in view of the diminishing availability of space in schools which met the double criteria for a receiving school: having unused space, and having an ethnic distribution which would promote integrated education. Third, it was felt that since in the 1965-66 evaluation all data had been collected in May-June 1966, these data offered a reasonable basis for knowing what 1966-67 would be like as well, for those aspects studied. Finally, considerable parental opposition had been expressed in receiving schools to the face-to-face interviews with children, as a procedure, and in the asking of questions about friendship patterns in any way.

These four factors led to the decision to plan the 1966-67 evaluation of the OE program as a limited follow-up to the 1965-66 study,

which would concentrate upon obtaining two kinds of data not obtained in the original study: data based on the in-class observation of lessons in the sending schools, and the perceptions of sending school principals about the OE program. To provide comparable current data for receiving schools, the 1965-66 study was partially replicated in that observers were again sent into classes in the receiving schools and again interviewed the principals of the receiving schools.

Thus, this 1966-67 evaluation will present comparative data for receiving and sending schools at the elementary and junior high level in four areas: childrens' in-class functioning; teachers' in-class functioning; overall appraisal of school appearance, climate and functioning; and principals' perceptions of, and attitudes about, the program.

#### Scope of the Evaluation

The current evaluation involved a total of 41 schools: 15 sending schools (11 elementary, and 4 junior high) and 26 receiving schools, (22 elementary and 4 junior high). The number of schools and classes seen is presented in Table 1, by grade and school level, and type of school (receiving and sending).

The receiving schools in this 1966-67 evaluation were selected from those studied the previous year. To select the 22 elementary schools studied again, we first determined which of the 38 elementary receiving schools in the previous study still had at least 30 OE children enrolled.

Table 1

Number of Schools and Classes Seen,  
By Grade, School Level and Type of School

School Level and Type	Number of Schools	G r a d e									Total Across Grade
		1	2	3	4	5	6	7	8	9	
Elementary-Sending	11	4	3	28	21	27	16				99
Receiving	22			46	57	46	49				198
Junior High-Sending	4						5	12	10	7	34
Receiving	4							12	13	11	36

All 27 such schools still had that number of children, and so these schools were ranked by overall level of reading achievement as of May 1966, and a sample of 22 was selected to represent all levels of achievement. The 11 sending schools were randomly selected from those which sent children to the 22 receiving schools selected. The four sending and receiving junior high schools were randomly selected from among those to which children in the already selected elementary schools were graduated, after the schools had been grouped by borough with each borough having schools at all reading levels.

In terms of geographic distribution, of the 22 receiving schools, 2 were located in the Bronx, 4 in Manhattan, 5 in Brooklyn and 11 in Queens.<sup>1</sup> Of the 11 sending schools, 2 each were in the Bronx and Manhattan, 3 in Brooklyn and 4 in Queens. Since the selection of junior high schools had been stratified by borough, one sending and one receiving school was located in each of the boroughs of the Bronx, Manhattan, Brooklyn and Queens.

Once a school was selected, the Principal was asked to send in a school organization sheet indicating the number of OE children in each class. Using this, project staff selected six classes to be observed, keeping in mind the desire to see different grades as well as classes with different proportions of OE children. The principal was then notified which classes we had selected, and was asked to select an addi-

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<sup>1</sup> Schools in Richmond do not participate in the OE program.

tional three classes which he felt we should see to obtain a balanced picture of the school. Principals were free to use whatever criteria they wished in selecting these additional classes.

### Instruments

Four instruments were used in this evaluation:

1. The Individual Lesson Observation Report (hereafter referred to as the ILOR). This instrument was the basic device for obtaining the observers' perceptions of the lessons observed. The ILOR consists of two sections, one providing the details of the lesson observed and the other containing rating scales covering specific aspects of the lesson. In the first section, the observer was asked to indicate the subject area of the lesson, who taught the lesson, the length of the observation and whether or not the observer saw the entire lesson. Finally, the observer was asked to indicate his perception as to whether or not he perceived this lesson as "typical of normal functioning in this classroom." Throughout the study, at least 90 per cent and usually more of the lessons were rated as being "completely typical" or a "reasonable approximation" of what was felt usually took place in the classroom. At each visit, then, a small proportion of the lessons were rated as "less than a reasonable approximation" of normal functioning in the classroom. Most often these ratings involved some special activity or a nonteaching activity. In only isolated instances did it reflect the observer's judgment that he was watching a lesson particularly developed for his benefit.

The second section of the ILOR was developed to cover three areas of classroom functioning involving the teacher, and a fourth area involving the children. The three areas involving teacher functioning were: 1) Planning, Organization and the Use of Aids (2 items); 2) Provision for Continuity and Independent Work (4 items); and 3) Creativity and Quality of Communication and Instruction (5 items). The fourth area consisted of seven items on children's functioning.

The basic (rating) scale used was a five-point rating centered around a midpoint considered "average." Above this midpoint were two ratings, typically one labeled "above average" and an extreme positive rating labeled "outstanding." Below the average midpoint were two parallel negative ratings, one labeled "below average" or "poor" and the negative extreme, usually labeled "extremely poor." More important than the labels, during the briefing of the observers the scale was explained, and it was made clear that it was to be seen as a five-point scale ranging from atypically good to atypically bad, about the average midpoint.

No attempt is made on the ILOR to delineate or describe for the observer what each of the rating scale points means in terms of actual classroom behavior. Nor was any effort made to do this during the briefing. This means that each observer brought to the observation his own perception of quality functioning in each area. The value of these data then rests on the reliability of such judgments by independent observers. Estimates of this reliability are available from the use of



the ILOR in the 1966-67 evaluation of the Free Choice Open Enrollment program. Here estimates of its reliability were provided by having two observers see and rate the same class, and computing the per cent of time they assigned ratings which were identical or within one scale point. For different aspects of the ILOR these estimates were 90.6 per cent and 96.4 per cent. Moreover, almost all of the discrepancies of the one scale point involved differences of degree within the same quality, i.e., a difference between a rating of one representing "outstanding" and a rating of two representing "above average."

Thus, these data suggest that the ILOR produces reliable ratings of the phenomena being observed, despite the lack of any definitions of gradations of quality.

2. The Teacher Behavior Record. The observers rated teacher attitude and inclass behavior using the Teacher Behavior Record (TBR), an instrument developed by Ryans.<sup>2</sup> This instrument asks the observer to rate the teacher on 19 different attitudinal or behavioral characteristics. For each characteristic opposite behaviors are described both through single adjectives (i.e., unsympathetic, understanding) and through a brief explanation of each extreme. The observer is offered a seven-point rating scale for each characteristic.

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<sup>2</sup>Ryans, D.G. Characteristics of Teachers, Washington, D.C. (American Council on Education, 1960, p. 414).



### Reliability and Validity of the TBR

In his book, Ryans reports varied estimates of reliability for the scale.<sup>3</sup> For the 19 separate subscales, he reports reliabilities ranging from .60 to .96, and for the composite scale he reports reliability estimates ranging from .64 to .70.

For the use to which we put the TBR, reliability can also be estimated from the 1965-66 study of the Free Choice Open Enrollment program in which we used it based on pairs of independent ratings. In the Open Enrollment study, for ratings of 21 teachers, the ratings were identical or one scale point apart 76.4 per cent of the time, and 2 scale points apart 18.3 per cent of the time. Thus, they differed more than two points only 5.3 per cent of the time.

3. The General School Report. At the completion of the school visit, each observer independently completed a second instrument, the General School Report (GSR). This instrument asked the observer to rate aspects of school climate and the attitudes of administrative staff and teaching faculty. In addition, they were asked to rate the overall physical attractiveness of the building and the classrooms and to indicate their overall appraisal of the school, if the classes they had seen were typical.

The reliability of the GSR can be directly estimated since in each school, the two observers completed it independently. Reliability was estimated for the items on climate and attitude and overall appraisal.

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<sup>3</sup>Ibid, pp. 107-121.

The pairs of ratings were identical or within one scale point of each other 91 per cent of the time. Equally important, only rarely did a discrepancy reflect the observers giving different qualitative evaluations, i.e., one saying positive and the other negative.

4. The Principal's Interview Guide. Observers were given a highly structured guide for the interview with the principals. While they were free to ask additional questions required to make any specific response clear, the basic questions to be asked, and the order in which they were asked, was standard in all interviews. One observer served as interviewer, while the other served as recorder. After the interview, they both went over the responses recorded to be certain that no individual interpretation by the recorder had gone unnoticed.

#### Observer Selection and Briefing

Twenty-three observers from three different kinds of background and experience were used in this evaluation. Sixteen of the observers were faculty of local colleges and universities, all members of departments of schools of education. Of these faculty members, nine were educators by background and experience, and seven were social scientists. The third type of observer used were seven Directors of independent (private) schools in the New York area. All observers used had had prior first-hand contact with urban schools.

All observers used in this evaluation attended a briefing session at which the purposes of the project and their role in it were explained. The instruments were reviewed and discussed in detail. Since most of

the observers had had previous experience with the instruments in the evaluation of the More Effective Schools program, briefing was simpler than it might otherwise have been.

### Design of the Study

The basic plan for the school visit was to send a team of two observers to a school for a full day's visit. During this visit, each observer observed and evaluated four classes separately with a ninth class seen jointly, but evaluated independently. Approximately forty minutes were allotted for each classroom observation with the time between visits used for filling in the class lesson rating forms.

Lunchtime was spent eating with the children, whenever possible, and noting the physical facilities and prevailing atmosphere in the varied lunchrooms. The remaining time was devoted to a joint interview by the observers with the principal. Finally, at the end of the visit, a general school appraisal was filled in and comments added to the form after the visit.

Whenever possible, the same team of observers who visited a receiving school also visited a sending school.

The junior high school visits were conducted in the same fashion except that there were no principal interviews and so additional time was given over to observations of lessons.

### Data Analysis and Presentation

Basically the data were hand tallied, and classified by grade.

Initial inspection of the data showed no consistent differences by grade. Further analysis showed no differences between classes selected by project staff and by principal, and so in this report data will be reported for all observers and all grades in school combined. Chi square was used to test the statistical significance of observed differences in distributions of ratings between sending and receiving schools. The .05 level of significance was used throughout the evaluation.

In Chapter II, we report the data on teacher functioning, consisting of the ratings obtained from the ILOR on teacher behavior and from the TBR on teacher attitude. In Chapter III, we report the data on childrens' functioning obtained from the observers' ratings on the ILOR and, for OE children in elementary schools, data on reading achievement. Then in Chapter IV we report the data on overall school appraisal obtained from the observers' ratings on the GSR. Chapter V presents the data obtained from the interviews with the principals. Finally, in Chapter VI, we present the overall conclusions.

## Chapter II

### TEACHER FUNCTIONING

The ILOR contained 11 specific items concerned with teacher functioning. At the elementary school level, there were no statistically significant differences for any of these eleven aspects between lessons observed in receiving and sending schools. In contrast, there were statistically significant differences at the junior high school level for 6 of the 11 aspects.

The typical elementary school lesson in either sending or receiving schools was rated as "above average" in quality of instruction, and "average" in both the amount of, and depth of the material covered. It was considered to be "well organized and planned" and as displaying an "average" amount of creativity and imagination but reflecting "little or no" use of teaching aids. The teachers' verbal communication with the children was considered "above average." Finally, the observers believed they saw "some" efforts to relate the material to the child's own experience and to earlier material as well as "some" effort to develop a foundation for both independent work and future lessons.

At the junior high school level, the above description holds with equal force for the lessons seen in the receiving schools. The only differences were that the amount of material covered and the depth of the lesson were rated as "above average" rather than average. However, as was noted above, the sending school lessons had less positive ratings

for six aspects: quality of instruction, depth and amount of material covered, teacher's verbal communication with the children, planning and organization, and the extent to which the lesson established a basis for future lessons.

In summary, the observers saw no evidence of differential teacher functioning in sending and receiving elementary schools, but did see what they considered better teacher functioning in the receiving, as compared to the sending, junior high schools.

In the tables that follow, each aspect is considered separately, and the relevant data presented. For the reader's convenience, these data will be presented in a double column format. In the left hand column, the aspect being considered will be identified and results of the comparison of the distributions for sending and receiving schools, through the chi square procedure; and a summary of the descriptive data will be presented. In the right column, we present a table with the complete distributions.



Specific Aspects of Teacher Functioning

Aspect of Evaluation and  
Comparison

(1) Quality of Instruction (ILOR):

On the elementary level there was no difference between sending and receiving schools: about 45 per cent of both sending and receiving school lessons were rated "outstanding" or "above average."

On the junior high level there was a statistically significant difference: a quarter of the junior high school sending lessons were rated as "outstanding" or "above average" compared to half of the receiving school ratings. A "below average" or "poor" rating was given to 8 per cent of the receiving schools' lessons, whereas more than a third of the sending schools' lessons were so judged.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Outstanding	8	14	3	17
Above average	37	28	23	35
Average	27	33	38	40
Below average	17	18	18	8
Poor	11	7	18	0

(2) Depth of Lesson (ILOR):

On the elementary level there was no difference between the sending and receiving schools; about 40 per cent of the lessons were rated "average" in depth; about a third were rated "above average" or "outstanding"; and about a quarter were rated "below average" and/or "poor."

On the junior high school level there was a statistically significant difference: over one-half of the receiving school lessons were rated of "above average" or "outstanding" depth whereas only about 20 per cent of the sending schools' lessons received this rating. In about 30 per cent of the lessons in the sending schools and 10 per cent in the receiving schools, the rating was "below average" or "poor" in depth.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Outstanding	6	8	3	8
Above average	25	23	15	45
Average	38	46	53	37
Below average	20	18	9	10
Poor	11	5	20	0

\*S - Sending Schools

R - Receiving Schools

Aspect of Evaluation and  
Comparison

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(3) Amount of Material Covered (ILOR):

On the elementary level there was no difference between the sending and receiving schools: almost one-half of the ratings were "average" in both the sending and the receiving schools.

In the junior high schools there was a statistically significant difference: one-half of the lessons on the receiving schools were rated as "outstanding" or "above average" while slightly less than 20 per cent in the sending schools received these ratings.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Outstanding	5	11	3	10
Above average	26	25	15	40
Average	43	48	56	45
Below average	20	13	9	5
Poor	6	3	17	0

(4) Amount of Planning and Organization  
Evident in Lesson (ILOR):

On the elementary level, there was no difference between the sending and receiving schools. Approximately half of the lessons in both sets of schools were rated as "exceptionally" or "well" organized.

On the J.H.S. level there was a statistically significant difference: more than one-third of the receiving schools' lessons were rated as "exceptionally" organized as compared with only 3 per cent of the lessons in the sending schools.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Exceptionally organized	12	9	3	36
Well organized	44	39	56	43
Some organization	40	41	32	18
No organization	4	11	9	3

\*S - Sending Schools  
R - Receiving Schools



Aspect of Evaluation and  
Comparison

(5) Level of Creativity and Imagination (ILOR):

On both the JH and elementary levels there was no statistically significant difference between the sending and receiving schools. In both sending and receiving elementary schools about a third of the lessons were rated "average," while about 40 per cent were rated "somewhat" or "very stereotyped."

On the JH level, approximately 15 per cent of all lessons were rated "extremely" or "moderately" creative.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Extremely creative	8	7	3	8
Moderately creative	24	18	12	8
Average	29	38	46	56
Somewhat stereotyped	18	20	21	17
Very stereotyped	21	17	18	11

(6) Extent and Effectiveness of Teacher Aids (ILOR):

On both the elementary and JH levels there was no difference between sending and receiving schools in the extent and effectiveness of teacher aids. On the elementary level, the majority of ratings in both sending and receiving schools indicated "little or no use" of teacher aids. Only 4 per cent of the lessons were rated as "effective; wide use of aids."

On the JH level, too, the majority of all ratings indicated "little or no use" of teacher aids, and only a small percentage were rated as "wide use, effective."

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Wide use, effective	4	4	6	3
Some use, effective	31	24	24	17
Used, not effectively	16	13	9	23
Little or no use	49	59	61	57

(7) Extent of Reference to Earlier Material (ILOR):

On both the elementary and JH levels, there was no difference between sending and receiving schools, and for both levels the distribution of ratings was similar.

Between 20 and 30 per cent of the lessons in both sending and receiving schools made "considerable" reference to earlier material, while about half of the lessons in both types of schools tended to be rated "some."

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Considerable	31	21	24	26
Some	43	57	53	64
None	26	22	23	10

\*S - Sending Schools

R - Receiving Schools

Aspect of Evaluation and  
Comparison

(8) Opportunities for Child To Relate Lesson  
To Background or Experience (ILOR):

There was no difference between the sending and receiving schools for either the elementary or J.H. level.

On the elementary level approximately half the lessons in both sets of schools presented "some" opportunity for the child to relate the lesson to his background or experience, while the other half of the ratings were divided between "consistent" and "no" opportunity.

On the JH level, less than 20 per cent of the lessons provided "consistent opportunities" to pupils

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Consistent oppor-				
tunities	21	27	12	16
Some opportun-				
ities	52	47	47	59
No opportunities	27	26	41	25

(9) Extent of Foundation for Future Lessons (ILOR):

On the elementary level there was no statistical difference between the sending and receiving schools. In both sets of schools 60 per cent of the lessons laid "some foundation" for future lessons, while about 10 per cent laid "little" or "no" foundation.

On the JH level there was a statistically significant difference between the sending and receiving schools: the ratings indicate that the receiving school lessons had more possibilities for continuity, almost twice as large a percentage of receiving school lessons were judged to have laid "considerable foundation for future lessons."

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Considerable				
foundation	28	30	24	46
Some foundation	60	60	70	54
Little or No				
foundation	12	10	6	0

\*

S- Sending Schools  
R- Receiving Schools

Aspect of Evaluation and  
Comparison

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(10) Extent of Foundation For Independent Work (ILOR):

There was no difference between the sending and receiving schools on either the elementary or JHS levels.

Half of the ratings for both sets of elementary school lessons indicated that there was "some" foundation for independent work. Twenty-five per cent of all the lessons had "considerable foundations laid for independent work.

At the JHS level more than 60 per cent of the lessons in both sets of schools were rated as having "some" foundation for independent work, and less than 15 per cent of the lessons were judged as having "considerable" foundation laid.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Considerable	25	25	13	9
Some	49	53	63	62
None	26	22	24	29

(11) Teacher's Verbal Communication With The Children (ILOR):

On the elementary level there was no difference between the sending and receiving schools; only 10 per cent of the ratings judged the teacher's verbal communication with the children "below average" or "poor."

On the J.H. level there was a statistically significant difference: the receiving schools were rated above average more frequently than the sending schools. Sixty seven per cent of the lessons of the J.H. receiving schools' lessons were rated as "excellent" and "above average" as compared with 26 per cent of the sending schools' lessons.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Excellent	22	20	6	15
Above average	34	31	20	52
Average	34	39	65	30
Below average	7	8	9	3
Poor	3	2	0	0

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\* S - Sending Schools  
R - Receiving Schools

### Teacher Attitude

Teacher attitude was evaluated through the Ryans Teacher Behavior Record (TBR). Table 2 presents the data from this instrument. As can be seen in that Table, the TBR provides ratings of teacher attitude and appearance in terms of 19 characteristics. For convenience, the seven-point scale used by the observers has been compressed into the three-point scale reported in Table 2.

A glance at the first two columns indicates that at the elementary level the differences in the proportion of positive ratings were small: they were never more than 8 per cent and 5 per cent or less for 16 of the 19 characteristics rated. Thus on this aspect of teacher functioning, like those just discussed, the observers saw no differences between teachers' inclass behavior, in the sending and receiving elementary schools.

The data in those first two columns also indicate that the observers had a consistently positive view of teacher attitude and behavior. Only the proportion of ratings indicating original rather than stereotyped teaching dropped below 50 per cent and for more than half of the characteristics rated, the proportion of positive ratings was at least two-thirds.

At the junior high school level the findings were completely different than at the elementary level. Scanning the proportion of positive responses (columns 7 and 8), the difference in observer perception of

Table 2

Response Pattern For Teacher Behavior Record,  
by Characteristic, School Level, and Type of School

Characteristic	Elementary Level: Proportion of Ratings:						Junior High Level: Proportion of Ratings:					
	Positive		Balanced		Negative		Positive		Balanced		Negative	
	S	R	S	R	S	R	S	R	S	R	S	R
1. Attractive - Unattractive	78	76	16	22	6	2	62	90	31	10	7	0
2. Integrated - Immature	78	75	18	22	4	3	57	87	38	8	7	5
3. Responsible - Evading	77	78	17	14	6	8	68	95	7	5	25	0
4. Fair-Partial	76	77	15	16	9	7	57	92	18	3	25	5
5. Confident - Uncertain	76	82	14	10	10	8	57	92	32	3	11	5
6. Calm-Excitable	76	73	12	20	12	7	61	87	25	8	14	5
7. Systematic - Disorganized	76	71	13	18	11	11	57	85	18	7	25	8
8. Steady-Erratic	75	83	17	13	8	4	61	95	25	0	11	5
9. Kindly-Harsh	68	67	17	18	15	15	57	72	14	15	29	13
10. Fluent - Inarticulate	67	70	19	20	14	10	54	77	25	13	21	10
11. Understanding- Unsympathetic	66	64	18	21	16	14	50	72	25	20	25	8
12. Responsive - Aloof	64	64	14	15	22	21	46	77	29	10	25	13
13. Alert-Apathetic	64	69	16	17	20	13	46	82	33	15	21	3
14. Optimistic - Pessimistic	63	66	22	18	15	16	46	92	33	8	21	0
15. Broad-Narrow	61	64	25	25	14	11	61	87	25	8	14	5
16. Democratic - Autocratic	54	53	21	24	25	23	50	74	21	16	29	10
17. Stimulating - Dull	54	58	13	19	33	23	44	69	23	18	33	13
18. Adaptable - Inflexible	50	56	21	21	29	23	36	67	43	23	21	10
19. Original - Stereotyped	36	39	28	32	36	28	32	40	29	35	39	25

the teachers in sending and receiving schools are apparent. Where at the elementary level, the differences never exceeded 8 per cent, at the junior high school level they were never less than 8 per cent, exceeded 20 per cent for 17 of the 19 characteristics, and exceeded 30 per cent for eight. In every instance, the higher proportion of positive ratings was obtained by the receiving school teachers. Clearly, then, the observers saw completely different teacher functioning at the junior high school level.

Yet it is important to note that these clear and large differences were mostly differences of degree rather than quality. For half, or close to half (at least 46 per cent) of the ratings were positive in the sending school junior high schools for 16 of the 19 characteristics. What happened then, was that on most characteristics the teachers in the sending schools were rated as either positive or balanced, whereas a large majority of teachers in the receiving schools were rated positively.



### Chapter III

#### CHILDREN'S FUNCTIONING

On the ILOR there were six items concerned with the effectiveness of children's functioning in class. There was one other item on children drawn from the Teacher Behavior Record. In the elementary schools, one of these, a rating of the quality of the interrelationships among the children, was obtained as a single rating for the total class in both sending and receiving schools, and the ratings were more positive in the receiving schools. For the other six, only overall class ratings were obtained in the sending schools. However, in the receiving schools, in addition to this overall rating, separate ratings were obtained for OE and resident children. There were no statistically significant differences for any of the seven characteristics studied between the ratings of the functioning of OE and resident children; therefore the overall ratings will be reported in this chapter. Comparing OE and sending school children there were differences for three of the six characteristics: Larger proportions of OE than of sending school children: (1) participated in the lesson, (2) volunteered when teachers asked a question, and (3) their verbal fluency was more likely to be rated as "average" or "above."

Other than these differences the children's functioning was rated at the same levels and so the description that follows applies to all: the children's interest and enthusiasm was rated above average, and all

or almost all participated<sup>1</sup> in the lesson. Their behavior was rated as above average and although more than half volunteered an answer when the teacher asked a question,<sup>2</sup> few or none asked spontaneous questions of their own volition. Communication among the children was considered average or above as was their verbal fluency.<sup>3</sup>

At the junior high school level, separate ratings were not feasible in the receiving schools since the extent of integration among resident children typically made it impossible for the observers to identify with certainty the OE children in a class. Thus ratings at this level for children's functioning are available for the total class only. At this level, differences were noted for every one of the aspects studied, and in every difference the ratings were more positive for the functioning of children in the lessons observed in the receiving schools.

Thus the typical sending school lesson in the junior high school involved less than half the class, with few children responding when the teacher asked a question and almost no spontaneous questions. The children behaved well and were considered to have exhibited average interest and enthusiasm, to have engaged in communication of average or below-average effectiveness and with average interrelationships, but below-average verbal fluency.

In contrast, in the receiving junior high school, the typical les-

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<sup>1</sup>In the sending schools, the modal rating indicated that "more than half" participated.

<sup>2</sup>In the sending schools, the modal rating indicated that "half" volunteered.

<sup>3</sup>In the sending schools, verbal fluency was rated as "average."



son involved more than half the class with half or more responding to the teacher's questions, although there were few spontaneous questions. The children behaved extremely well, and although their verbal fluency and communication were considered average, their interest and enthusiasm and interrelationships were considered above average.

Below, each of the seven aspects is considered specifically. As was done with teacher functioning, the aspects will be presented in a double-column format, with the comparison of sending and receiving schools and the descriptive data.

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### CHILDREN'S FUNCTIONING

#### Aspect of Evaluation and Comparison

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#### (1) Extent of Children's Interest and Enthusiasm (ILOR):

At the elementary level there was no statistically significant difference between the receiving and sending schools. Approximately half of the lessons seen were rated as "outstanding" or "better than average" in the children's interest and enthusiasm, and about one-third rated as "average."

However, at the JHS level there was a statistically significant difference: in the receiving schools 94 per cent of the ratings indicated that the extent of children's interest and enthusiasm ranged from "average" to "outstanding" as compared with only 56 per cent of such ratings in the sending schools.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Outstanding	11	13	3	12
Above average	36	40	24	35
Average	29	35	29	47
Below average	18	9	26	3
Poor	6	3	18	3

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\*S - Sending Schools

R - Receiving Schools

Aspect of Evaluation and  
Comparison

(2) Extent of Children's Participation In Lesson (ILOR):

There was a statistically significant difference between the sending and receiving schools at both levels, with more children rated as participating in the lessons in the receiving schools than in the sending schools.

At the elementary level, more than half of the lessons in the receiving schools, as compared with one third of the lessons in the sending schools, were rated as having had "all children participating." However, about 40 per cent of the lessons in the sending school had "more than one-half" of the children participating.

At the JHS level more than 50 per cent of the sending schools' lessons were characterized as having few or less than half of the children participating, as compared with slightly more than 20 per cent in the receiving schools.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
All participated	32	54	26	37
More than $\frac{1}{2}$ participated	39	22	15	18
About $\frac{1}{2}$ participated	13	10	6	22
Below $\frac{1}{2}$ participated	8	10	32	20
Few Participated	8	4	21	3

(3) Children's Behavior (ILOR):

There was no statistically significant difference in the ratings between both sets of schools at the elementary level - although there was a bigger percentage of "extremely well behaved" ratings in the receiving schools and a smaller percentage of poorer ratings.

There was a statistically significant difference in the ratings at the JHS level, with the children in the receiving schools rated as being better behaved than the children in the sending schools. Ninety five per cent of the ratings indicated "extreme" or "well behaved" children as compared with 61 per cent of similar ratings in the sending JHS.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Extremely well behaved	27	40	29	52
Well behaved	47	44	32	43
Some good, some poorly behaved	22	14	21	5
Mostly poorly behaved	4	2	18	0

\*S - Sending Schools  
R - Receiving Schools

Aspect of Evaluation and  
Comparison

(4) Extent of Response to Teacher's Questions (ILOR):

In both the elementary and JHS there was a statistically significant difference between the sending and receiving schools. In the receiving schools more children responded to teacher's questions than in the sending schools.

In the elementary receiving schools 50 per cent of the lessons were rated as lessons in which "all" and "more than half" of the children responded to teacher's questions, as compared with similar ratings in only 32 per cent of the sending schools.

At the JHS level, few lessons in the sending schools were rated as involving "more than half" of the children, but about 30 per cent of the receiving school lessons were so judged.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Almost all	15	17	7	10
More than $\frac{1}{2}$	17	33	3	18
One-half	38	22	19	23
Less than $\frac{1}{2}$	19	19	29	37
Few or none	11	9	42	12

(5) Frequency of Children's Spontaneous Questioning (ILOR):

At the elementary school level there were no statistically significant differences between sets of schools. Children in both instances do almost no spontaneous questioning. At the JHS level there were statistically significant differences, with more than 90 per cent of the sending schools' lessons involving no spontaneous questioning as contrasted with about two-thirds of the receiving schools' lessons.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
All or most	1	2	0	3
More than $\frac{1}{2}$	1	4	3	0
About $\frac{1}{2}$	4	5	0	0
Less than $\frac{1}{2}$	10	10	6	35
Few or none	84	79	91	62

\* S - Sending Schools  
R - Receiving Schools

Aspect of Evaluation and  
Comparison

(6) Verbal Fluency of Children (ILOR):

There was a statistically significant difference between sending and receiving schools at both the elementary and JHS levels: at the elementary level, only 5 per cent of the lessons in the receiving schools were rated "below average" as compared with about 40 per cent of the lessons in the sending schools.

At the JHS level the comparison is even more striking. Approximately 70 per cent of the lessons in the sending schools, as contrasted with only 11 per cent on the receiving schools, were rated as indicating "below average" and "poor" verbal fluency.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Outstanding	2	11	0	3
Above average	19	39	3	26
Average	40	45	30	60
Below average	33	5	43	8
Poor	6	0	24	3

(7) Overall Interrelationship Among Children (GSR):

There was a statistically significant difference at both levels. Children in the receiving schools were rated as having more positive interrelationships than the children in the sending schools. At the elementary level, 25 per cent of the lessons observed in the sending schools and almost half (48 per cent) of the lessons rated in the receiving schools were characterized as having "extremely positive" or "positive" interrelationships among the children. In the receiving schools there were no "negative" or "extremely negative" ratings.

In the lessons observed at the JHS level, no "extremely positive" or "positive" ratings were given to the interrelationships among children in the sending schools. However, 67 per cent of the ratings of lessons in the receiving schools were "positive."

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Extremely Positive	0	9	0	0
Positive	25	39	0	67
Average	55	52	43	33
Negative	20	0	43	0
Extremely Negative	0	0	14	0

\* S - Sending Schools  
R - Receiving Schools

### Achievement in Reading

In the 1965-66 evaluation of the OE program data were obtained to identify children's current status in reading, their progress in reading during the academic year and comparative progress of a sample of OE children matched with children who remained in the sending school on age, sex, and reading level at the time that the OE child entered the program. These data indicated that progress during the 1965-1966 academic year was normal for sending school resident and OE children. In terms of overall levels of achievement, two-thirds (65 per cent) of the OE children were reading more than four-tenths of a year below grade level. Finally, of 212 matched pairs, the child who entered OE showed the greater gain 89 times, whereas the child who remained in the sending school showed the greater gain 114 times, with no difference for the remaining 9 pairs.

It was concluded that these data indicated no effect on reading achievement of participation in the OE program.

In this evaluation it was decided to expand, rather than repeat this analysis of reading data. Thus the OE children currently in grades 5 and 6 whom we had studied last year were followed up this year and their reading level as of April 1967 analyzed in terms of the number of years they had spent in OE. These data are presented in Table 3 on page 30. Then the gains from October 1966 to April 1967 were analyzed, not only to show gains during the year, but also to relate the gains

Table 3

Reading Level of OE Children Related to Number of Years in OE Program,

April 1967 Reading Levels, Fifth and Sixth Grade, In Per Cents

Grade	Completed Number of Years In OE	Number of Children	Per Cent of Children Reading:					
			At, or Above Grade		Below Grade			
			More than 1 Yr.Above	At, to 1 Yr.Above	.1 to .4	.5 to .8	.9 to 1.6	1.7 to More
6	5 or 6	34	24	18	3	9	24	22
	4	53	22	21	4	17	20	16
	3	34	21	24	3	9	21	22
	2	109	21	14	5	12	25	23
All Children		230	21	18	4	12	23	22
5	4 or 5	57	4	23	10	12	28	23
	3	56	7	20	5	14	29	25
	2	87	6	15	10	14	28	27
All Children		200	6	19	9	13	28	25



to the child's level of achievement in October. These data are presented in Table 4.

Before turning to these tables, the first insight into reading level can be obtained by considering the median level of achievement as of April 1967. For the OE children we followed up this year, the 200 fifth graders had a median reading level of 4.7, one year below the normal expectation of 5.7. The 230 sixth graders fared better, for their median was 6.0, seven-tenths of a year below expectation. An equally meaningful comparison are the medians achieved by the children in the 11 sending schools studied. These medians were 4.4 in the fifth grade and 4.9 in the sixth grade. Thus although the OE children studied this year were reading below expectation in both the fifth and sixth grades, they were nevertheless reading three-tenths of a grade above the average fifth grader in the sending schools, and 1.1 years above the average sixth grader.<sup>1</sup>

This finding, that OE children were reading at higher levels than children in the sending schools, contrasts with the finding of the 1965-66 study in which children in the matched samples did not differ in reading progress. To account for this difference, one can assume either that one of the findings is wrong because of sampling errors, or that both findings are correct and the difference reflects the fact that children who enter OE do not typify the full range of ability in the sending schools

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<sup>1</sup>A further comparison is provided by the medians for the 22 receiving schools.<sup>1</sup> These medians were 6.0 in the fifth grade and 7.6 in the sixth grade, well above the medians for the OE children.

Table 4

Status of OE Children in Relationship to  
Grade Level in May 1966 AND April 1967, and Extent of  
Progress 1966-1967, by Grade.

Status in Relation to Grade Level, May '66 April '67	Progress May '66 to April '67	Per Cent At Each Status Level:	
		Grade 5	Grade 6
1) At grade level or above	normal or more	7	14
	less than normal	7	11
2) Below grade in '66, at or above in '67	above normal	13	17
3) At or above in '66, below in '67	below normal	13	8
4) Below in '66 and below in '67	normal or more	14	22
	less than normal	46	28
All status levels	normal or more	34	53
	less than normal	66	47
Number of Children		175	205



but instead consist largely of the academically more able students.<sup>2</sup> The latter interpretation reconciles the findings by indicating that when OE and sending school children are matched for ability, they do not differ in progress in reading. However, when the OE children are compared to the full range of children in the sending school there are differences in favor of those who enter OE.

Table 3 presents the data on reading achievement by years completed of OE, for those fifth and sixth grade children for whom number of years in OE was available. The Table presents the percentage of children at various reading levels. There are three points of significance indicated in these data. First, the difference between fifth and sixth grade OE children, noted above in considering the medians, is further illustrated here. Whereas 39 per cent of the sixth graders were reading at or above grade level, only 25 per cent of the fifth graders were. The second point of interest is that number of years in OE did not have any consistent long-range effect on reading level. Considering the sixth graders, among those who completed two years in OE, 35 per cent were reading at or above grade level. This rose to 45 per cent among those who had completed three years, but did not change thereafter. Thus it was 43 per cent for those with four complete years, and 42 per cent for those with five or six years. Among the fifth graders a similar pattern

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<sup>2</sup>In Chapter V we shall present data from interviews with principals. Among these data is the finding that all but one of the sending school principals believed that academically able children are over-represented among those who enter OE.

held. Twenty-one per cent of those who completed two years were at or above grade level. This rose slightly to 27 per cent for those with three complete years, but was also 27 per cent for those with four or five years. Thus if length of time in OE has any effect on reading, it seems to center around the third year in the program.

Finally, the data in Table 3 also illustrate the extent of serious retardation even among children with long periods of time in the OE program. At the sixth grade, among children with 5 or 6 years in the OE program, 46 per cent were reading at least nine-tenths of a year below normal expectation, as were 36 per cent of those with four years of OE experience.

Similarly, among the fifth graders, 51 per cent of those with four years experience in the program were reading at least nine-tenths of a year below grade. Thus OE does not seem to be an immediate, or even long-range, solution to the overall problems of reading retardation.

Table 4 presents a re-analysis of the reading data for these fifth and sixth graders in OE, designed to illustrate the nature of progress between May 1966 and April 1967. The quickest insight into these data is provided by the last rows of the table, which indicate the proportion of children who showed a normal or above normal gain in the period between the Spring testing in 1966 and 1967. The fifth-sixth grade difference is seen here too. Among the fifth graders, 34 per cent gained normally in that period, as did 53 per cent of the sixth graders. The

table also shows that most children did not change their status in relation to the norm. Those who began the year at or above grade level ended the year at that level; and those who began below, ended below. Categories 2 and 3 in the table represent change. At the fifth-grade level 26 per cent changed their status-evenly divided between those who improved and those who declined. At the sixth-grade level, 25 per cent changed - but twice as many improved their status as declined.

Overall then, this follow-up analysis of reading achievement indicates that the 1966-67 year was one of normal progress for the OE children in the sixth grade, but not for those in the fifth. Nevertheless, as noted earlier, in both grades the OE children were reading on the average, at higher grade levels than the children in the sending schools. Finally, the data indicate no consistent long-term effect of OE but offer some slight evidence of a differential impact after three years in the program.

## Chapter IV

### OVERALL SCHOOL APPRAISAL

On the General School Report (GSR), the observers were asked to rate the overall physical appearance, climate, and attitudinal structure of the school which they had just visited as well as to give their overall opinion about it. Specifically, the GSR asks for two ratings in the area of physical appearance, three in the area of climate, and two in the area of attitudinal structure. Of these seven items, at the elementary level there were differences for six, and all of the differences indicated more positive appraisal of the receiving school by the observers. Similarly, at the junior high school level, there were differences this time for all seven aspects, once again with all of the differences indicating more positive appraisal of the receiving schools.

The nature of these differences at the two levels were qualitatively different. At the elementary level, differences typically involved the sending school being rated as average and above average, whereas the receiving school was more consistently rated as above average or excellent. Thus both were positively rated, with the differences lying in the proportion of above-average ratings received. At the junior high school level this same positive picture characterized the receiving schools, which were rated as above average on every one of the seven aspects. In contrast, the sending junior high schools were rated as

below average on three of the seven: general school climate, the extent to which a learning atmosphere characterized the school, and the attitudes of teachers towards children. For the other four aspects they were rated as average.

In brief the observers gave positive overall appraisals to both types of elementary schools, but were more enthusiastic about the general characteristics of the receiving schools. Similarly positive about the receiving junior high schools, they considered the sending junior high schools average or below.

In terms of overall opinion, we elicited it by asking the observer to indicate his feelings about having his own child in the school he had just visited. At both elementary and junior high levels the data were dramatically different: more than two-thirds of the observers would be enthusiastic or strongly positive about enrolling their child in the receiving schools while equally large majorities would feel negatively about sending their child to one of the sending schools.

OVERALL SCHOOL APPRAISAL

Aspect of Evaluation and  
Comparison

(1) Appearance of Building (GSR):

On both the elementary and JHS levels there was a statistically significant difference: the appearance of the building was rated more positively in the receiving schools than in the sending schools. In 50 per cent of the elementary receiving schools the appearance of the buildings was rated "above average" or "extremely attractive," as compared to only 13 per cent of the sending schools. Fifty-five per cent of the sending school buildings were perceived as "below average" or "unattractive."

In 50 per cent of the JH receiving schools the buildings were rated "above average" or "extremely attractive," as compared to 14 per cent of the sending schools. More than 40 per cent of the sending school and 12 per cent of the receiving school buildings were rated as "below average" and "unattractive."

Scale Ratings	Elementary		J. H. S.	
	S*	R*	S*	R*
Extremely attractive	0	14	0	12
Above average	13	36	14	38
Average	32	41	43	38
Below average	32	7	29	12
Unattractive	23	2	14	0

(2) Attractiveness of Classrooms in General (GSR):

There was a statistically significant difference at both levels: none of the elementary school classrooms were rated as "very attractive," while 30 per cent of the receiving school classrooms were so judged. At the other end of the scale, only 4 per cent of the receiving school classrooms were rated as "less than average," as compared with 41 per cent in the sending schools.

At the JHS level, 88 per cent of the classrooms in the receiving schools were rated as "average" or more than usually "attractive." About 43 per cent of the sending school classrooms received an "average" rating.

Scale Ratings	Elementary		J. H. S.	
	S*	R*	S*	R*
Very attractive	0	30	0	0
More than usual	41	41	0	63
Average	18	25	43	25
Less than average	27	4	43	12
Unattractive	14	0	14	0

\* S - Sending Schools  
R - Receiving Schools



Aspect of Evaluation and  
Comparison

(3) General School Climate (GSR):

There was a statistically significant difference in levels: the general school climate in the receiving schools was rated more positively than in the sending schools.

At the elementary level general school climate in the receiving schools was rated as "positive" and "extremely positive" two-thirds of the time, compared with about one-third such ratings in the sending schools. In the JH schools, 75 per cent of the classroom climates in the receiving schools were rated "extremely positive" or "positive" and the other quarter were rated as "average," while almost 60 per cent of the sending school classrooms received "negative" or "extremely negative" ratings.

Scale Ratings	Elementary		J. H. S.	
	S*	R*	S*	R*
Extremely positive	5	14	0	25
Positive	27	52	13	50
Average	45	32	29	25
Negative	9	2	29	0
Extremely negative	14	0	29	0

(4) Learning Atmosphere (GSR):

On both the elementary and JHS levels there was a statistically significant difference: the receiving schools were rated as having better atmospheres for learning than the sending schools.

About 85 per cent of the time the receiving elementary schools were rated as providing either a "good" or "excellent" learning atmosphere; in only half of the ratings were the sending schools judged similarly.

This difference is even more apparent at the JHS level: all of the receiving JHS were rated as providing a better than average, a "good" and "excellent," learning atmosphere. Only 42 per cent of the sending schools were rated "average," "good," and "excellent."

Scale Ratings	Elementary		J. H. S.	
	S*	R*	S*	R*
Sufficient Control For:				
Excellent Learning atmosphere	14	41	14	50
Good Learning atmosphere	36	43	14	50
Average Learning atmosphere	41	16	14	0
Lack of control for an average learning atmosphere	9	0	44	0
Too little control for learning	0	0	14	0

\* S - Sending Schools

R - Receiving Schools

Aspect of Evaluation and  
Comparison

(5) The Classroom Atmosphere in Terms of Discipline and Warmth GSR):

On the elementary school level there was no statistically significant difference between the receiving and the sending schools: the overwhelming majority of the ratings described the classroom atmosphere as "disciplined, yet warm."

On the JHS level there was a statistically significant difference between the sending and the receiving schools: the atmosphere was warmer in the receiving schools. In regard to the JHS, virtually all of the receiving schools were "disciplined" and 85 per cent of these showed a "warm atmosphere" as well. In the sending schools 72 per cent of the classes were "disciplined" but only 46 per cent were rated "warm."

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Undisciplined, warm	4	9	14	2
Undisciplined, cold	8	5	14	0
Disciplined, warm	70	67	46	83
Disciplined, cold	12	15	26	15
Overdisciplined, warm	6	2	0	0
Overdisciplined, cold	0	2	0	0
Total Warm	80	78	60	85
Total Cold	20	22	40	15

(6) Administrative Staff General Attitude (GSR):

There was a statistically significant difference in attitudes of administrative staff. In the receiving elementary and JH schools attitudes were rated more positively than in the sending schools.

In 71 per cent of the elementary receiving schools, the administrative staff's attitude was rated "positive" or "extremely positive." This was true of 50 per cent of the staff attitudes in the sending schools. On the other hand, in these latter schools attitudes were rated "negative" or "extremely negative" almost three times as often as in the receiving schools.

On the JHS level, 30 per cent of the sending schools received positive ratings. A quarter of the receiving schools were rated as having "extremely positive" administrative staff attitudes and 38 per cent of the remaining ratings fell into the "positive" category.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Extremely positive	14	8	0	25
Positive	36	63	29	38
Average	27	21	42	25
Negative	18	8	29	12
Extremely negative	5	0	0	0

\* S - Sending Schools, R - Receiving Schools



Aspect of Evaluation and  
Comparison

(7) Teaching Staff Attitude to Children (GSR):

There was a statistically significant difference: in both sets of schools, the attitude of the teaching staff toward the children was rated more positively in the receiving schools than in the sending schools.

About 75 per cent of the elementary school ratings in the receiving schools were "positive" or "extremely positive," the remaining ratings fell into the "average" category. In the sending schools, about 50 per cent were "positive" or "extremely positive" and the rest of the ratings were "average," "negative," or "extremely negative."

In the case of the JHS, 75 per cent of the ratings of the receiving schools were either "positive" or "extremely positive" as compared with slightly more than 40 per cent in the sending school

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Extremely positive	5	2	14	12
Positive	45	68	29	63
Average	36	30	14	25
Negative	9	0	43	0
Extremely negative	5	0	0	0

(8) Attitude of The Administrative Staff Towards the OE Program (GSR):

On both the elementary and the JHS levels there was a statistically significant difference: the administrative staff in the receiving schools had a more positive attitude towards OE than the staff in the sending schools.

At the elementary level, less than 20 per cent of the receiving school ratings indicated somewhat negative attitudes toward the program as compared with about 40 per cent of the ratings in the sending schools. On the other hand, the receiving schools were rated more often as being "positive with reservations" than were the sending schools.

In the JHS, almost three-quarters of the receiving school ratings are characterized as "completely positive" and "positive with reservations," as compared with 40 per cent of such ratings in the sending schools. Overall, the sending schools were rated as much more negative toward the program

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Completely positive	5	8	0	14
Positive with reservations	28	46	40	58
Ambivalent	28	27	40	14
Negative, not completely	34	19	0	14
Completely negative	5	0	20	0

\* S - Sending Schools  
R - Receiving Schools

Aspect of Evaluation and Comparison

(9) Attitude of the Teaching Staff Towards OE Program In General (GSR):

On both elementary and JHS levels there was a statistically significant difference between the sending and receiving schools: the attitude was considered more positive in the receiving schools than in the sending schools.

On the elementary level about 30 per cent of the sending school ratings and about 70 per cent of the receiving school ratings indicated that the teaching staff had a somewhat or completely "positive" attitude toward the program. No ratings in either sending or receiving schools indicated a "completely negative" attitude.

On the JH level 40 per cent of the sending ratings and 83 per cent of the receiving school ratings indicated a "somewhat" or "completely positive" attitude toward the program. Again, the sending schools tended to be rated as more negative.

Scale Ratings	Per Cents			
	Elementary		J. H. S.	
	S*	R*	S*	R*
Completely positive	9	7	0	33
Positive with reservations	18	64	40	50
Ambivalent	55	25	20	0
Negative, not completely	18	4	20	17
Completely negative	0	0	20	0

(10) Observers Feelings About Having Own Child In School Visited (GSR):

There were statistically significant differences at both the elementary and JH levels. In both instances observers felt "strongly positive" and "enthusiastic" about enrolling their child in a receiving school, but "negative" about enrolling their child in a sending school. At the elementary level 73 per cent of the observers expressed negative feelings about enrolling a child of their own in a sending school, whereas about two-thirds expressed "enthusiastic" or "strongly positive" feelings about enrolling their child in a receiving school.

At the JH level the differences were even more pronounced. Every observer expressed either strongly positive or enthusiastic feelings about his child entering a receiving school with strongly negative feelings about the sending schools

Scale Ratings	Per Cents			
	Elementary		J..H. S.	
	S*	R*	S*	R*
Enthusiastic	0	25	0	25
Strongly positive	18	39	28	75
Positive	9	18	0	0
Slightly negative	41	14	0	0
Strongly negative	32	4	72	0

\*S - Sending Schools  
R - Receiving Schools

### Lunch Facilities

In the 1965-66 evaluation of OE, observers frequently expressed negative feelings about provisions for lunch in the receiving schools. This was typically found to be related to the fact that prior to the introduction of the OE program few children in the receiving schools had had lunch in school; so many of these schools had no facilities for lunch.

Because this had been noted so often in the previous evaluation it was decided to ask observers to visit the lunch facilities and to rate four aspects: physical attractiveness, adequacy of the accommodations, overall atmosphere, and the extent to which discipline was maintained. In addition, in the elementary schools, observers were asked to comment on the extent to which seating was integrated. The data from the four rating items appear in Table 5.

All of the junior high, but only half of the elementary, receiving schools had separate lunchrooms. Those elementary schools which did not, used either the auditorium, classroom, or some other room in the building. Nevertheless, the physical attractiveness of the lunch facilities at both levels was most often rated as average, with fewer than 20 per cent of the ratings indicating that observer considered the physical attractiveness below average.

At the junior high school level the observers also considered these facilities as providing adequate or more than adequate room, and in only one school were they considered crowded. In contrast, in 40 per cent of

Table 5

Observers' Ratings of Facilities For Lunch,  
Receiving Schools, by School Level

<u>Characteristics</u>	<u>Options</u>	<u>Proportion Rated At Each Option</u>	
		<u>Elementary</u>	<u>Junior High</u>
Physical Appearance	extremely attractive	7	0
	above average	10	25
	average	64	63
	below average	14	12
	extremely unattractive	5	0
Adequacy of Accommodations	more than adequate	9	12
	adequate	48	63
	crowded	43	25
Atmosphere, In General	relaxed and congenial	38	50
	strict, but congenial	45	38
	overly strict and cold	17	12
Discipline and Control	well controlled, not excessive	80	88
	excessively controlled	10	0
	undercontrolled	10	12

the elementary schools the facilities were considered crowded. In terms of atmosphere, at both levels the observers felt that the atmosphere was congenial, even if strict. Similarly, they felt the discipline being maintained was appropriate, and not excessive.

Asked to comment on the extent to which the lunchrooms in the elementary receiving schools were integrated in seating, in half of the schools the observers reported that they were. In the other half of the schools the observers reported that the OE children were seated separately, either because they alone were being served a hot lunch, or because of what the observers perceived to be self-segregation.

In summary, the concerns expressed by the observers in the 1965-66 evaluation of the OE program were not substantiated in this study. Except for crowding in the elementary schools (mostly those which lack a separate lunchroom) the observers positively appraised the facilities for lunch.

#### Observers' Perceptions of Strengths and Weaknesses in the Program

At the elementary level, at the conclusion of the GSR, the observers were given the opportunity to indicate their perceptions of the effective features and problems of the program of the school they had just visited. The single most effective feature in both sending and receiving schools was "effective teaching," with 22 observers noting this in the receiving

schools and 9 in the sending schools.<sup>1</sup> Pupil participation and pupil behavior were each noted by five observers in the receiving schools, with no other feature noted by more than four observers. Observers noted they saw no "most effective feature" in the sending school which they visited.

Asked, in the receiving schools only, to note any specific advantages they attributed to the OE program, thirty times (out of a possible 44) an observer noted the integration of OE and resident children. Nine times they noted the opportunity for better education for the OE children, but five times they noted that they saw no special advantages.

When they turned to problems in the schools, both in general and as a result of OE in the receiving schools, the observers returned to teaching quality but in the sending schools they did not. Thus, in the receiving schools, 17 observers noted a problem of either poor teaching (12), disinterested teachers (3) or inexperienced teachers (2). In the sending schools no observer commented on poor quality teaching, although 5 noted uninterested teachers and 2 noted inexperienced teachers as a problem. No other problem was cited by as many as five observers in the receiving schools, although classes considered too large, and inadequacies in plant and equipment, were noted by five observers each in the sending schools.

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<sup>1</sup>Each of the two observers noted one "most effective feature."



As to any special problems in the receiving schools which they attributed to the OE program, nine observers reported that they saw none. However, 18 reported a greater incidence of behavior problems (involving 11 different receiving schools); 11 reported a need for additional services and personnel; and six referred to the overcrowded lunchrooms noted earlier. Otherwise, no problem was mentioned by more than four observers.



## Chapter V

### ELEMENTARY SCHOOL PRINCIPALS' PERCEPTIONS OF AND ATTITUDES ABOUT THE OPEN ENROLLMENT PROGRAM

As was noted in the Procedure section, 32 of the 33 Principals<sup>1</sup> of the elementary schools which were involved in the 1966-67 evaluation were individually interviewed by both of the observers who visited their school.

#### Overall Attitude

As an overall appraisal of their feelings about the OE program, principals were asked to categorize their feelings about it when it began and now, and also to indicate what they believed the future of the program should be. Of the 10 sending school principals, eight provided an answer to these two questions. Of the eight, five were positive about the program both when it was introduced and now.

The majority stated that the reduced number of students in their schools permitted smaller classes and prevented probable double sessions. Two were negative then and still were. A loss of their brightest students and therefore a lower academic level was their major concern. One who was positive when the program was introduced now considered himself negative. His initial positive reaction was based on the prospect of

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<sup>1</sup>It was not possible to schedule an interview with one sending school principal.

smaller classes and a reduction in the number of sessions. But the "loss of the best children to other schools" changed his opinion of the program.

Of the 22 receiving school principals, 21 answered these questions. Fourteen were positive or enthusiastic about the program when it was introduced and still were. They felt their belief that the program would work proved true even though they recognized there would be problems. As one principal put it, it's "broadening for both residents and bussed-in children." The other seven indicated a change in opinion; four had gone from positive to negative feelings, mainly blaming the bussing and behavior problems for the change; and three had moved in the opposite direction; their overall feeling being that although there were problems they were not insurmountable.

Despite this ambivalence in feelings about the program, nine of the sending school principals and all but three of the receiving school principals believed that the OE program should be continued or expanded. Only one receiving school principal believed it should be abolished and two others were undecided as to their feelings about the future of the program, as was the one other sending school principal.

#### Aspects of Pupil Functioning and Participation

Questions were asked in both sending and receiving schools about changes in attitude and achievement. In the sending schools these questions referred to the children in the school, i.e., those who did not

participate in the OE program. In the receiving schools, principals were asked about these changes separately for OE and resident children.

In the sending schools, only one principal reported seeing a change in the attitude and behavior of the children who remained in the school. He did not attribute this change, a "substantial improvement," to the OE program, but rather to general conditions in the nation. In discussing achievement the principals were evenly divided, with five reporting change (one saw improvement, four a decline) and the others none. Generally, the reported changes were not attributed to the OE program.

In the receiving schools, considering only resident children, half of the 22 principals saw no change in attitude. Of those who reported a difference, 3 felt there was an improvement and 8 saw the change as negative and all but 2 of them attributed at least half of the change to the OE program.

When asked about a change in achievement level four said they had noted a difference - and generally classified it as a slight drop, with opinions equally divided as to whether or not the OE program was the reason.

When asked about their perceptions of the effect of the program on the OE children who entered their schools, the receiving school principals were nearly unanimous in their belief that these effects had been positive. Eighteen (82 per cent) stated there was an improvement in personal and social adjustment. A like number of principals, although

not necessarily the same individuals, saw an improvement in achievement. In both instances three quarters of the noted improvements were termed moderate or substantial.

In summary, the sending school principals reported no change in attitude and behavior, and the minority who reported changes in achievement did not attribute them to the program. In the receiving schools the principals indicated that the introduction of the OE program most often had no effect on attitude or achievement of resident children. When it did have an effect, that effect was to lower achievement levels slightly, and to result in negative changes in attitude almost three times as often as positive changes. In contrast, large majorities believed that the program benefited OE children in terms of social, personal adjustment, and achievement.

Asked if any steps had been taken to increase children's understanding of the program, three (30 per cent) sending school and 16 (73 per cent) receiving school principals reported that they had taken such steps. They specifically noted special assembly programs or class discussions when asked to indicate what they had done. Almost all the receiving school principals who ran these programs considered them to have been either moderately or greatly successful. The few sending school principals who ran them considered them to have had little, or moderate, success.

When they asked if they considered the children who applied to OE "typical of the student body in the sending school," every sending school

principal and eight of the 14 receiving school principals who felt they had a basis for answering said they did not think so. Nine of the 10 sending school principals said that the child of high academic ability and potential was over-represented in OE, as did four of the 8 receiving school principals who felt the distribution was atypical. The tenth sending school principal felt that the "problem child" was over-represented, as did three of the receiving school principals. The other receiving school principal felt that the low middle-class child was over-represented, with the "real socially and culturally deprived child" under-represented.

The interview next considered dropouts from the program and entrance into it. The majority of principals (70 per cent sending, 73 per cent receiving), agreed that there was dropout and the majority agreed that each year only 1 or 2 and at most 5 or 6 children did dropout. However, almost half placed the yearly rate at one or 2 children with the other estimates ranging from 3 to at most 10.

The reasons most often given for dropout were the travel involved and the recognition that the child was not making an adequate adjustment to the program.

As to entrance into the program, receiving school principals agreed (68 per cent) that the earlier a child entered the program, the more positive the effect of the program on his social adjustment and achievement levels. Moreover, they felt that not only was grade of entry important, but so was initial achievement level, with the child entering

at a good level more likely to profit from the program.

In keeping with these notions, when the principals were asked who they would admit to their "ideal OE program," while half (in both types of schools) said they would admit any child, the other half would admit only the bright, stable child. They were also split half and half in both types of schools as to the grades in which they would accept children into their ideal program: half would admit children in the early childhood grades, whereas the other half would admit up through grade five, as is now done.

#### Relationships With Parents

Parents of children in their schools had discussed the OE program with all of the sending school principals and 17 (77 per cent) of the receiving school principals. Moreover, all sending, and all but two receiving school principals had taken steps to increase parental understanding of the program through parent meetings and workshops. A majority in both types of schools believed that these efforts had been successful (70 per cent sending, 82 per cent receiving), with only one principal of each type of school believing they were unsuccessful. Receiving school principals noted that they believed parents who had positive opinions about OE were parents who believed in integration. They also noted that negative attitudes stemmed from a fear that OE would lower the quality of education provided in the schools, or would foster community integration.



Asked specifically about their relationships with parents of OE children, the receiving school principals most often (55 per cent) reported "some, but infrequent" discussions. The others were divided between those who reported frequent discussions (27 per cent) and those who reported no discussions (18 per cent). Despite the limited discussions, almost all of the principals believed that the parents of the OE children were enthusiastic about the program.

#### Relationships With Teachers

Principals were also asked about their perception of teaching staff's reaction to the program. In the sending schools, only 2 principals reported that the staff discussed the program with them, whereas in the receiving schools 19 of the 22 reported discussing the program with their staff. Asked to estimate staff opinion, two-thirds of the principals of the receiving schools felt that half or more of their staff had positive feelings about the program, with one third believing all or most of their staff was positive. A comparable majority of the sending school principals believed that their staff held negative feelings about the program, because through it, the sending schools were losing their brightest pupils. In both sending and receiving schools, principals attributed the positive staff feelings to the belief in integration, with negative feelings among receiving school staff attributed to the lack of services and programs ordinarily provided special service schools.

All 22 receiving school principals had taken steps to increase the



understanding of the program by teachers. These steps not only involved staff meetings and conferences but ranged up to in-service training programs and the establishment of a Human Relations Committee. The principals noted that most or all of the staff participated, and they, the principals, believed that these efforts were moderately or extremely effective. This view of the principals was corroborated by the data from the observers, everyone of whom rated teachers attitude towards the children in the receiving schools average or above, with 70 per cent of the ratings above average.

Finally, asked about requests for transfer, and the rate of resignation or retirement since the introduction of the OE program, 80 per cent of the sending, and 73 per cent of the receiving school principals reported no change, with all of the others reporting an increase. Of the six receiving school principals who did report an increase, four attributed it to the introduction of the OE program into their school.

#### Strengths and Weaknesses of the Program

Sending school principals noted five weaknesses in the OE program: lack of parent involvement in selecting the school to which the child is bussed (4 principals); lack of planning for the overall program (3); lack of parental interest (2); the loss of their best students and the problems of bussing (1 each). The receiving schools principals too noted five weaknesses. More than half (13) noted problems concerned with bussing and schedules such as the lack of supervision on the bus and the fact that bus schedules exclude the OE child from school life after

classes are out.<sup>1</sup> Ten commented on the lack of special services and personnel in their schools to compensate for the increased demand for such services and specialized help brought about by the OE program. Six noted the lack of contact with the OE parents as a weakness, and four felt that the increased incidence of behavior problems in their school was another weakness. Allied to this comment on behavior problems were another three principals who felt that the lack of properly selective screening procedures was a weakness.

On the other side of the coin, principals were asked about the most valuable contribution of the program. Although their perception of weaknesses had been different, the sending and receiving school principals had similar perceptions of the program's contributions: the promotion of integration (4 sending, and 16 receiving) and the realizing of children's potential through quality education (3 sending and 9 receiving). Three sending school principals also noted their belief that a major contribution of the program was that it provided "a safety valve for those parents who are discontented," or "dissatisfied."

A final question asked the principals for suggestions for improving the program. No sending school principal offered more than one, and two gave none. Three felt that the sending schools should be built up and a fourth responded in that vein by suggesting that two-way open en-

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<sup>1</sup>This was also the most frequent problem identified in the 1965-66 evaluation.

rollment be instituted. Two wanted a better method for assigning children to schools, and one each suggested screening out the under-achiever and eliminating OE below grade two.

The receiving school principals, as might be expected, had more suggestions to offer, and also as might be expected these were directly related to the weaknesses they perceived in the program. Thus, they wanted additional services and personnel (15 principals); improved bussing practices (8); better screening of children before entering OE (7); improved parental cooperation from OE parents (3); smaller classes (2); special recruitment of principals for OE schools (2); and curriculum enrichment (1).

## Chapter VI

### CONCLUSIONS

In coming to overall conclusions about the Free-Choice Open Enrollment program, one must consider the elementary school and junior high school levels separately for the data were different.

#### Elementary Level

First, the observers reported no differences in the in-class functioning of teachers in receiving and sending schools for any of the 11 aspects of the teaching process which we evaluated, nor did they differ significantly on the 19 item Teacher Behavior Record. The one aspect involving teachers on which the sending and receiving schools did differ involved overall teacher attitude towards the children, with a small proportion (14 per cent) of the observers rating teacher attitude as negative after their day in a sending school whereas no observer ever gave a negative rating to teacher attitude in the receiving schools.

Thus, these data contradict the often voiced argument that teachers function differently in schools in disadvantaged neighborhoods than in schools in favored neighborhoods. Moreover, since the ratings for the eleven aspects studied indicated average or above average functioning in most instances, these data also lead to the conclusion that teachers in the sending and receiving elementary schools studied were functioning in accord with professionally accepted standards of good classroom practice.

In terms of children functioning, there were consistent differences indicating more effective functioning by children in OE compared to children in the sending schools. Thus, of the six characteristics of children which the observers rated, there were differences for three aspects; volunteering, participation and verbal fluency. All three differences indicated that the children who entered OE were functioning better than the children who remained in the sending schools. Equally important, on these, as well as on the other three aspects of children's functioning rated, the OE children were rated as functioning as effectively as their resident classmates. A similar higher level of functioning for children in OE compared to children in the sending schools was indicated by the analysis of the data on reading achievement in grades five and six. However, in reading, the children in OE were not functioning comparably to their resident grademates.

The observers did note differences in overall aspects of school climate and attitudinal structure, and it was at this level of the total impact of a school, where the ratings in receiving and sending schools were most sharply differentiated. The overall effect of what they saw and felt during the course of their visit apparently cumulated to different perceptions of school climate and attitude, although the specific ratings in class did not reflect these final differences.

The conclusions of the 1965-66 evaluation of the OE program at the elementary level was that the data of that evaluation indicated that children gained in terms of social and personal functioning, but not

in terms of academic achievement. These new data indicate that they also gain in terms of classroom functioning, particularly in terms of participation and verbal fluency. These new data on reading also indicate that the OE children did better than the average child in the sending school, but that there was no evidence of steady long-term improvement in reading level, as the child spent more of his school career in an Open Enrollment school.

### Junior High School

At the junior high school level the findings can be summarized simply: the observers saw two different qualitative levels of schools. They found the receiving junior high schools studied average or above in all of the facets of the educational process which we studied: teacher functioning, children's functioning, and overall characteristics of the school. In contrast, the sending junior high schools were considered average in teacher functioning, below average in most aspects of children's functioning and below average in most aspects of overall school characteristics. Thus, where everyone of the observers would have felt strongly positive or enthusiastic about having his own child in any of the receiving junior high schools, only 28 per cent of the time would they have felt this way about having a child in one of the sending junior high schools.

Thus, within the limits of the sample of eight schools studied, these data from the junior high schools indicated that the child who enters the OE program in the elementary school moves on to better junior high schools than the child who remains in a sending school.



Overall Conclusions: 1965-66

Looking back across the two evaluations of the Free-Choice Open Enrollment program certain conclusions seem soundly founded in the data. First, the overall response to the program has been good. In the 1965-66 evaluation, the all but unanimously favorable response of the children being bussed was echoed by a large majority of the resident children in the receiving schools. At the professional level, of all staff positions interviewed, a majority spoke favorably of the program, and in this current evaluation, the principals of both sending and receiving schools add a near unanimous voice that the program should be continued or expanded.

To the benefits for OE children which the 1965-66 study demonstrated in the areas of personal and social functioning, particularly in perception of school and class, this current evaluation has added evidence that they do better in reading than the average child in the sending school, and also evidence that they move on to better junior high schools.

The current evaluation also provided indications of a potential problem in voluntary programs like the Free-Choice program: that the sending schools will lose atypically large proportions of their academically more able pupils. This was flatly stated as a fact by nine of the ten sending school principals interviewed and by four of the fourteen receiving school principals who felt they knew the distribution of ability in the sending schools well enough to answer. It was further indicated



by the data from the two evaluations on reading achievement. In the 1965-66 study no differences were found in comparative achievement between OE and sending school children matched for reading ability when the OE child entered the program. However, in this year's evaluation, differences were found between these same OE children now in the fifth and sixth grades and the median (average) child in the sending schools in those grades. These two findings suggest a selective entry into OE by the academically more able child, an aspect of the program which would have serious educational and psychological implications for the educational process in the sending schools. The already serious problems of developing quality educational programs in the schools in economically disadvantaged areas of the city would obviously be seriously compounded if those schools began to consist largely of academically less able pupils.

The current reading data from OE children in both fifth and sixth grades indicates that there is no overall steady improvement in their reading ability, the longer the time they spend in the program. At both grades the data indicate that the third year in the program was slightly more productive in the area of reading than earlier, or later, years, but this is an indication rather than a finding and would need substantiation with larger samples before its implications and potential causes were worth pondering. We have concluded on the basis of these samples studied, that the data provide no consistent evidence of a long-term effect of the OE program on reading achievement.

The problems identified in the 1965-66 evaluation were still very much in existence in 1966-67. Bussing was still largely unsupervised and principals still objected to the lack of supervision. Scheduling of the program still ruled out any participation of OE children in the after-school activities of the receiving schools. An important new problem identified in the interviews with the sending school principals was their feeling that parents in the sending schools were insufficiently involved in the process by which children are assigned to a receiving school. These problems, as well as the one discussed above on selective entry into the program, are concerns to which communities planning programs to achieve school integration should be alert.

Perhaps the clearest conclusions concern the potential impact of Open Enrollment on the quality of education in the receiving schools. At both the elementary and junior high school level the receiving schools were rated as average, and more often above average, in the many facets of the educational process we studied. There was no indication in these data that designation as a receiving school adversely effected the ability of these schools to provide quality education. This finding from the observers was corroborated by the principals of these schools, for 18 or the 22 interviewed reported that since OE there had been no change in the level of achievement of the resident children. It was further corroborated by the data on reading achievement which indicated that the receiving schools, including all children, were well above normal reading levels in all grades. This finding indicates that the gains for OE children which these two evaluations have indicated have been achieved without loss for resident children.



APPENDIX A

Tables are included in the body of the text.



## Appendix B - INSTRUMENTS

### EXPANSION OF THE FREE CHOICE OPEN ENROLLMENT PROGRAM

#### List of Instruments

Individual Lesson Observation Report - Receiving School	B1
Individual Lesson Observation Report - Sending School	B7
Teacher Behavior Record	B13
General School Report - End of First Visit, Sending and Receiving Schools	B15
OE Receiving School Supplementary Questionnaire	B18
General Classroom Report - Receiving Schools	B21
General Classroom Report - Sending Schools	B22
Principal's Interview - Receiving School	B23
Principal's Interview - Sending School	B32





Center for Urban Education  
Open Enrollment

INDIVIDUAL LESSON OBSERVATION REPORT - RECEIVING SCHOOL

School \_\_\_\_\_ Borough \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Sex \_\_\_\_\_ Observer \_\_\_\_\_

Length of Observation \_\_\_\_\_ Activities Observed \_\_\_\_\_

\_\_\_\_\_

If this is a joint observation, check here ☐ and record name of other observer  
\_\_\_\_\_. Joint observations should be reported by each  
observer without consultation.

1. Was grouping employed in this lesson?

1. Yes
2. No

If yes, please explain below the method of grouping used and answer questions  
2-7. If grouping was not employed please go directly to question 8.

2. Rationale or method of grouping \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Number of groups \_\_\_\_\_

4. Size of groups \_\_\_\_\_

5. Were OE children included in all groups?

1. Yes
2. No, in some only. Which? \_\_\_\_\_
8. I could not distinguish OE children
9. No OE children in class

6. If any groups did not receive direct instruction in this lesson,  
how would you rate the activities of the groups?

1. Exceptionally well organized and meaningful
2. Organized and meaningful
3. Organized but little meaning
4. Not well organized but meaningful
5. Not well organized and little meaning
8. All groups received direct instruction

7. How would you rate the teacher's adaptation of response and  
materials to the number of students in the group(s) receiving  
direct instruction?

1. Excellent adaptation to unit size: at least some  
things done unique to unit size
2. Effective efforts made to utilize group size
3. ~~Some~~ effort made to adapt to unit size
4. Little or no effort made to adapt to unit size

Now, for the remainder of this questionnaire, consider only the group or groups receiving direct instruction.

8. Content of lesson observed

- |             |                   |
|-------------|-------------------|
| 1. Reading  | 5. Social Studies |
| 2. Spelling | 6. Music or Art   |
| 3. Math     | 7. Language Arts  |
| 4. Science  | 8. Other _____    |

9. Did you see entire lesson?

1. Yes
2. No, I missed beginning
3. No, I missed end

10. Who taught this lesson?

1. Regular classroom teacher
2. "Cluster teacher"
3. Special Staff. Indicate who: \_\_\_\_\_
4. More than one member of the staff. Indicate who: \_\_\_\_\_

11. What amount of planning and organization was evident in this lesson?

1. Lesson was exceptionally well organized and planned
2. Lesson was well organized and planned
3. Lesson showed some signs of teacher organization and planning
4. Lesson showed few or no signs of organization or planning

12. How would you characterize the level of creativity and imagination evidenced in this lesson?

- |                                    |            |
|------------------------------------|------------|
| 1. Extremely creative              | Why? _____ |
| 2. Moderately creative             | _____      |
| 3. Average                         | _____      |
| 4. Somewhat stereotyped            | _____      |
| 5. Very uncreative and stereotyped | _____      |
| 6. Not relevant for this lesson    | _____      |

13. To what extent did this lesson refer to earlier material?

1. Considerable reference to previous lessons
2. Some reference to previous lessons
3. No reference to previous lessons
4. No reason for reference to earlier material

14. To what extent did this lesson lay a foundation for future lessons?

1. Considerable possibility for continuity
2. Some opportunity for continuity
3. Little or no possibility for continuity
4. Little possibility for continuity in the material.

15. To what extent did this lesson lay a foundation for independent work?
1. Considerable possibility for independent work
  2. Some opportunity for independent work
  3. Little or no possibility for independent work
  8. Little possibility for independent work in the material
16. To what extent did the lessons use and/or take advantage of the experience of OE children?
1. Consistent use of OE Child's experiences
  2. Some use of OE child's experiences
  3. Little or no use of OE child's experience
  4. Question not applicable to lesson. Explain: \_\_\_\_\_
- 
8. I could not distinguish OE children
  9. No OE children in group(s)
17. What was the range of pupil ability in the lesson group (or groups) receiving direct instruction?
1. All of above average ability
  2. Average and above average ability
  3. Above average, average, and below average
  4. All average
  5. Average and below average
  6. All below average
18. How would you rate the teacher's response to the range of pupil ability?
1. Effective efforts to utilize range of pupil ability
  2. Some efforts made to adapt to range of pupil ability levels
  3. Little or no effort made to adapt to range of pupil ability
19. To what extent, and how effectively, were teaching aids utilized?
1. Wide variety used and used creatively and effectively
  2. Wide variety used but not particularly effectively
  3. Some used and used creatively and effectively
  4. Some used but not particularly effectively
  5. Little or no use of teaching aids
  8. Not relevant

For the following questions we ask you to do two things. First use the numbers to the left of the question to give an overall rating based on the entire group or class observed. Second, use the two columns of numbers at the right of the rating scale to give separate ratings for Resident and OE children. If you can not distinguish OE from Resident children or if there are no OE children in the group(s) you are observing, please circle the appropriate number below and use only the column to the left of the question to rate the total group:

8. I could not distinguish OE children
  9. No OE children in group(s)
20. How would you rate the children's behavior?

OVERALL	RESIDENT	OE
1. Extremely well behaved	1	1
2. Well behaved	2	2
3. Some well, some poorly behaved	3	3
4. Mostly poorly behaved	4	4

21. How would you rate the children's interest and enthusiasm?

OVERALL	RESIDENT	OE
1. Outstanding	1	1
2. Better than average	2	2
3. Average	3	3
4. Below average	4	4
5. Extremely poor	5	5

22. Considering the lesson you have just seen how would you rate the participation of the children?

<u>OVERALL</u>	<u>RESIDENT</u>	<u>OE</u>
1. Every or almost every child actively involved	1	1
2. More than half participated	2	2
3. About half participated	3	3
4. Less than half participated	4	4
5. Few children participated in the lesson	5	5

23. How would you rate the verbal fluency of the children who participated?

<u>OVERALL</u>	<u>RESIDENT</u>	<u>OE</u>
1. Outstanding	1	1
2. Better than average	2	2
3. Average	3	3
4. Below Average	4	4
5. Extremely poor	5	5

24. How many children volunteered in response to teacher questions?

<u>OVERALL</u>	<u>RESIDENT</u>	<u>OE</u>
1. Every or almost every child	1	1
2. More than half the children	2	2
3. About half the children	3	3
4. Less than half the children	4	4
5. Very few or no volunteering	5	5
6. Not relevant		

25. How many children raised spontaneous questions?

<u>OVERALL</u>	<u>RESIDENT</u>	<u>OE</u>
1. Every or almost every child	1	1
2. More than half the children	2	2
3. About half the children	3	3
4. Less than half the children	4	4
5. Very few or no children raised spontaneous quest.	5	5
6. Not relevant		

26. How would you describe the teacher's handling of the children's spontaneous questions?

<u>OVERALL</u>	<u>RESIDENT</u>	<u>OE</u>
1. Questions were welcomed and built on	1	1
2. Questions were answered cursorily	2	2
3. Questions were ignored	3	3
4. Questions were repressed	4	4
5. Not relevant		

27. How would you rate the teacher's verbal communication with the children?

<u>OVERALL</u>	<u>RESIDENT</u>	<u>OE</u>
1. Excellent	1	1
2. Better than average	2	2
3. Average	3	3
4. Below average	4	4
5. Extremely poor	4	5

28. How would you generally rate the verbal communication among the children?

	<u>OVERALL</u>	<u>RESIDENT</u>	<u>OE</u>
1.	Excellent	1	1
2.	Better than average	2	2
3.	Average	3	3
4.	Below average	4	4
5.	Extremely poor	5	5
8.	Not relevant		

29. How would you rate the teacher's communication with non-English speaking children?

	<u>OVERALL</u>	<u>RESIDENT</u>	<u>OE</u>
1.	Excellent	1	1
2.	Better than average	2	2
3.	Average	3	3
4.	Below average	4	4
5.	Extremely poor	5	5
8.	Not relevant		

30. What opportunities were there for the child to relate this lesson to his own background and experience?

	<u>OVERALL</u>	<u>RESIDENT</u>	<u>OE</u>
1.	Consistent opportunities for child to relate to his own experience and/or bring experience to lesson	1	1
2.	Some opportunity for child to relate lesson to his experience and use experience in lesson	2	2
3.	Lesson was remote from child's experience	3	3
8.	Question not applicable. Explain:		

Considering the ratings you have given above, what final evaluation of this lesson would you make in terms of criteria underlined?

31. How typical do you think this lesson was of normal functioning in this classroom?

1. Completely typical
2. Reasonable approximation
3. Less than reasonable approximation. Why? \_\_\_\_\_

32. How would you rate the lesson you have just seen, considering the amount of material covered?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

33. How would you rate the lesson you have just seen, considering the depth of lesson?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

34. How would you rate the lesson you have just seen, considering the quality of instruction?

1. Outstanding
2. Better than average
3. Average
4. Below Average
5. Extremely poor

Additional comments on class observed:

Note: On original questionnaire, questions calling for extended comments allowed considerably more space than is shown here.



## Center For Urban Education

## Open Enrollment

## INDIVIDUAL LESSON OBSERVATION REPORT - SENDING SCHOOLS

School \_\_\_\_\_ Borough \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
Teacher's Name \_\_\_\_\_ Sex \_\_\_\_\_ Observer \_\_\_\_\_  
Length of observation \_\_\_\_\_ Activities Observed \_\_\_\_\_

---

If this is a joint observation, check here \_\_\_\_\_ and record name of other observer \_\_\_\_\_  
Observer without consultation. (Note to observer: The question numbers correspond to another questionnaire and are not necessarily consecutive.)

1. Was grouping employed in this lesson?

1. Yes
2. No

2. If yes, please explain below the method of grouping used and answer questions 2-7. If grouping was not employed please go directly to question 8.

2. Rationale or method of grouping \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Number of groups \_\_\_\_\_

4. Size of groups \_\_\_\_\_

6. If any groups did not receive direct instruction in this lesson, how would you rate the activities of the groups?

1. Exceptionally well organized and meaningful
2. Organized and meaningful
3. Organized but little meaning
4. Not well organized but meaningful
5. Not well organized and little meaning
8. All groups received direct instruction

7. How would you rate teacher's adaptation of response and materials to the number of students in the group(s) receiving direct instruction?

1. Excellent adaptation to unit size: at least some things done unique to unit size
2. Effective efforts made to utilize group size
3. Some effort made to adapt to unit size
4. Little or no effort made to adapt to unit size



Now, for the remainder of this questionnaire, consider only the group or groups receiving direct instruction.

8. Content of lesson observed

- |             |                   |
|-------------|-------------------|
| 1. Reading  | 5. Social Studies |
| 2. Spelling | 6. Music or Art   |
| 3. Math     | 7. Language Arts  |
| 4. Science  | 8. Other _____    |

9. Did you see entire lesson?

1. Yes
2. No, I missed beginning
3. No, I missed end

10. Who taught this lesson?

1. Regular classroom teacher
2. "Cluster teacher"
3. Special Staff. Indicate who: \_\_\_\_\_
4. More than one member of the staff. Indicate who; \_\_\_\_\_

11. What amount of planning and organization was evident in this lesson?

1. Lesson was exceptionally well organized and planned
2. Lesson was well organized and planned
3. Lesson showed some signs of teacher organization and planning
4. Lesson showed few or no signs of organization or planning

12. How would you characterize the level of creativity and imagination evidenced in this lesson?

- |                                    |              |
|------------------------------------|--------------|
| 1. Extremely creative              | } Why? _____ |
| 2. Moderately creative             |              |
| 3. Average                         |              |
| 4. Somewhat stereotyped            |              |
| 5. Very uncreative and stereotyped | _____        |
| 6. Not relevant for this lesson.   |              |

13. To what extent did this lesson refer to earlier material?

1. Considerable reference to previous lessons
2. Some reference to previous lessons
3. No reference to previous lessons
4. No reason for reference to earlier material

14. To what extent did this lesson lay a foundation for future lessons?

1. Considerable possibility for continuity
2. Some opportunity for continuity
3. Little or no possibility for continuity
4. Little possibility for continuity in the material

15. To what extent did this lesson lay a foundation for independent work?
1. Considerable possibility for independent work
  2. Some opportunity for independent work
  3. Little or no possibility for independent work
  8. Little possibility for independent work in the material
17. What was the range of pupil ability in the lesson group (or groups) receiving direct instruction?
1. All of above average ability
  2. Average and above average ability
  3. Above average, average, and below average
  4. All above average
  5. Average and below average
  6. All below average
18. How would you rate the teacher's response to the range of pupil ability?
1. Effective efforts to utilize range of pupil ability
  2. Some efforts made to adapt to range of pupil ability levels
  3. Little or no effort made to adapt to range of pupil ability
19. To what extent, and how effectively, were teaching aids utilized?
1. Wide variety used and used creatively and effectively
  2. Wide variety used but not particularly effectively
  3. Some used and used creatively and effectively
  4. Some used but not particularly effectively
  5. Little or no use of teaching aids
  8. Not relevant

Now give an overall rating in terms of the criteria underlined for the group or groups you observed receiving direct instruction in this lesson.

20. How would you rate the children's behavior?
1. Extremely well behaved
  2. Well behaved
  3. Some well, some poorly behaved
  4. Mostly poorly behaved
21. How would you rate the children's interest and enthusiasm?
1. Outstanding
  2. Better than average
  3. Average
  4. Below average
  5. Extremely poor
22. Considering the lesson you have just seen how would you rate the participation of the children?
1. Every or almost every child actively involved
  2. More than half participated
  3. About half participated
  4. Less than half participated
  5. Few children participated in the lesson

23. How would you rate the verbal fluency of the children who participated?

1. Outstanding
2. Better than average
3. Average
4. Below Average
5. Extremely poor

24. How many children volunteered in response to teacher questions?

1. Every or almost every child
  2. More than half the children
  3. About half the children
  4. Less than half the children
  5. Very few or no volunteering
  8. Not relevant \_\_\_\_\_
- 

25. How many children raised spontaneous questions?

1. Every or almost every child
  2. More than half the children
  3. About half the children
  4. Less than half the children
  5. Very few or no children raised spontaneous questions
  8. Not relevant \_\_\_\_\_
- 

26. How would you describe the teacher's handling of the children's spontaneous questions?

1. Questions were welcomed and built on
  2. Questions were answered cursorily
  3. Questions were ignored
  4. Questions were repressed
  8. Not relevant \_\_\_\_\_
- 

27. How would you rate the teacher's verbal communication with the children?

1. Excellent
2. Better than average
3. Average
4. Below average
5. Extremely poor

28. How would you generally rate the verbal communication among the children?

1. Excellent
  2. Better than average
  3. Average
  4. Below average
  5. Extremely poor
  8. Not relevant \_\_\_\_\_
-

29. How would you rate the teacher's communication with non-English speaking children?

1. Excellent
  2. Better than average
  3. Average
  4. Below average
  5. Extremely poor
  8. Not relevant \_\_\_\_\_
- 

30. What opportunities were there for the child to relate this lesson to his background and experience?

1. Consistent opportunities for child to relate to his own experience and/or bring experience to lesson
  2. Some opportunity for child to relate lesson to his experience and use experience in lesson
  3. Lesson was remote from child's experience
  8. Question not applicable. Explain: \_\_\_\_\_
- 

Considering the ratings you have given above, what final evaluation of this lesson would you make in terms of criteria underlined?

31. How typical do you think this lesson was of normal functioning in this classroom?

1. Completely typical
  2. Reasonable approximation
  3. Less than reasonable approximation. Why? \_\_\_\_\_
- 

32. How would you rate the lesson you have just seen, considering the amount of material covered?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

33. How would you rate the lesson you have just seen, considering the depth of lesson?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

34. How would you rate the lesson you have just seen, considering the quality of instruction?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

Additional comments on class observed:

## TEACHER BEHAVIOR RECORD

1.

School \_\_\_\_\_ Borough \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher's name \_\_\_\_\_ Sex \_\_\_\_\_ Observer \_\_\_\_\_

Length of observation \_\_\_\_\_ Activities observed \_\_\_\_\_

If this is a joint observation, check here \_\_\_\_\_ and record name of other observer \_\_\_\_\_.

Joint observations should be reported by each observer without consultation.

**Instructions:** On the basis of teacher behavior observations in the classroom, check one of the seven choices for each of the following categories. A low number indicates that a person is more like the description on the left. A high number indicates that a person is more like the description on the right. Number 4 is midway between each pair of opposite descriptions. Number 4 represents non-extreme, average behavior.

Mid-Point

1. <u>Autocratic</u> : told pupils each step to take; gave mandatory directions; intolerant of pupils' ideas	1	2	3	4	5	6	7	<u>Democratic</u> : encouraged ideas, opinions, and decisions of pupils; guided without being mandatory
2. <u>Aloof</u> : stiff and formal with pupils; focus on subject matter and routine; pupils as persons ignored	1	2	3	4	5	6	7	<u>Responsive</u> : approachable to all students; gave encouragement and spoke to pupils as equals recognized individual differences
3. <u>Dull</u> : uninteresting monotonous explanations; lacked enthusiasm; not challenging	1	2	3	4	5	6	7	<u>Stimulating</u> : held attention of pupils; enthusiastic; interesting and challenging material
4. <u>Partial</u> : slighted or criticized a few pupils; or gave attention and special advantages to a few pupils	1	2	3	4	5	6	7	<u>Fair</u> : treated all pupils about equally; distributed attention to many pupils
5. <u>Apathetic</u> : listless; preoccupied; bored by pupils	1	2	3	4	5	6	7	<u>Alert</u> : bouyant; constructively busy; wide-awake; interested in class activity
6. <u>Unsympathetic</u> : little concern for personal problems of pupils or pupil failure; impatient with pupils	1	2	3	4	5	6	7	<u>Understanding</u> : patient and sympathetic with pupil viewpoints and needs; aware of pupil problems
7. <u>Stereotyped</u> : used routine procedures without variation; unimaginative presentation	1	2	3	4	5	6	7	<u>Original</u> : used unique teaching devices; imaginative; had wide variety of illustrations
8. <u>Harsh</u> : hypercritical; cross; sarcastic; scolding	1	2	3	4	5	6	7	<u>Kindly</u> : pleasant and helpful to pupils; friendly and concerned

(PLEASE CONTINUE ON NEXT PAGE)



9. <u>Inarticulate</u> : inaudible speech; limited expression; disagreeable voice tone; poor inflection	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Fluent</u> : plainly audible speech; good expression; agreeable voice tone; good inflection
10. <u>Unattractive</u> : untidy; inappropriately dressed; poor posture and bearing; distracting personal habits	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Attractive</u> : well-groomed and dressed; good posture and bearing; no distracting personal habits
11. <u>Evading</u> : avoided responsibility and decisions; assignments and directions indefinite; help inadequate	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Responsible</u> : made required decisions; conscientious; gave definite directions; thorough
12. <u>Frratic</u> : impulsive; uncontrolled; inconsistent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Steady</u> : controlled; stable; consistent; predictable
13. <u>Uncertain</u> : unsure of self; hesitant; timid; faltering, artificial	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Confident</u> : sure of self; self-confident; undisturbed by mistakes and/or criticism
14. <u>Excitable</u> : easily disturbed and upset; "jumpy, nervous"	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Calm</u> : seemed at ease at all times; poised; dignified but not stiff or formal
15. <u>Disorganized</u> : objectives not apparent; explanations not to the point; wasted time; easily distracted from matter at hand	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Systematic</u> : careful planning; gave reasonable explanations; objectives apparent; not easily distracted
16. <u>Inflexible</u> : rigid in conforming to routine; made no attempt to adapt materials and activities to individual pupils	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Adaptable</u> : flexible in adapting explanations; individualized materials for pupils as required; adapted activities to pupils
17. <u>Pessimistic</u> : skeptical; unhappy; noted mistakes more than good points; frowned	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Optimistic</u> : cheerful; good-natured; genial; looked on bright side; called attention to good points
18. <u>Immature</u> : naive; self-pitying; demanding; boastful; conceited	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Integrated</u> : maintained class as center of activity; kept self out of spotlight; mature; emotionally well controlled
19. <u>Narrow</u> : limited background in subject or material; poor scholarship; incomplete or inaccurate information	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Broad</u> : good background in subject; good scholarship; gave complete and accurate answers to questions



B15  
OPEN ENROLLMENT

Sending and Receiving Schools

General School Report - End of First Visit

School \_\_\_\_\_ Borough \_\_\_\_\_ Date \_\_\_\_\_ Observer \_\_\_\_\_

1. How would you rate the appearance of the building?
  1. extremely attractive
  2. of greater than average attractiveness
  3. average
  4. of less than average attractiveness
  5. generally unattractive
2. How would you rate the general appearance of the classrooms you have seen?
  1. consistently very attractive
  2. most rooms attractive
  3. some classrooms attractive
  4. most of the classrooms were unattractive
  5. classrooms were consistently unattractive
3. What is the general school climate?
  1. extremely positive
  2. positive
  3. average
  4. negative
  5. extremely negative
4. How would you rate the general attitude of the administrative staff?
  1. extremely positive
  2. positive
  3. average
  4. negative
  5. extremely negative
5. How would you characterize the attitude of the administrative staff towards the OE program in general? (not as it affects this school only)
  1. completely positive
  2. positive but with some reservations
  3. ambivalent
  4. negative but not completely
  5. completely negative
6. How would you characterize the attitude of the teaching staff towards the OE program in general? (not as it affects this school only)
  1. completely positive
  2. positive but with some reservations
  3. ambivalent
  4. negative but not completely
  5. completely negative

7. What was the general attitude of the teaching staff towards the children?

1. extremely positive
2. positive
3. average
4. negative
5. extremely negative

8. What was the general attitude of the children toward the teaching staff?

1. extremely positive
2. positive
3. average
4. negative
5. extremely negative

9. How would you characterize discipline in these classes?

1. Sufficient control and quiet for excellent learning atmosphere
2. Sufficient control and quiet for a good learning atmosphere
3. Sufficient control and quiet for an average learning atmosphere
4. Lack of sufficient control and quiet for an average learning atmosphere
5. Too chaotic and noisy for learning.

Additional comments \_\_\_\_\_  
\_\_\_\_\_

10. How would you describe the interaction among the children?

1. extremely positive
2. positive
3. average
4. negative
5. extremely negative

If you circled option 4 or 5, in question 10, please explain why.

\_\_\_\_\_  
\_\_\_\_\_

11. What do you believe was the single most effective feature in the classrooms you visited?

\_\_\_\_\_  
\_\_\_\_\_

12. What other effective features did you see?

13. What, if any, special classroom problems do you think are particular to or especially acute in this school?
14. If the instruction you have seen was typical of this school, how would you feel about having a child of your own enrolled?
1. enthusiastic
  2. positive but with some reservations
  3. ambivalent
  4. negative but not completely
  5. completely negative
15. Assuming the pupil day in the average school costs \$x, how much was the pupil day you saw worth?
1. less than x
  2. x
  3. 2x

Additional Comments

## OPEN ENROLLMENT

## General School Report - End of First Visit

## OE RECEIVING SCHOOL SUPPLEMENTARY QUESTIONNAIRE

16. How would you characterize the attitude of the administrative staff towards the OE program in their school?
1. completely positive
  2. positive but with some reservations
  3. ambivalent
  4. negative but not completely
  5. completely negative
17. How would you characterize the attitude of the teaching staff towards the OE program in their school?
1. completely positive
  2. positive but with some reservations
  3. ambivalent
  4. negative but not completely
  5. completely negative
18. What, if any, problems do you believe the OE program is responsible for in this school?
19. What, if any, advantages do you believe the OE program is responsible for in this school?
20. What, if any, problems do you attribute to the fact that some children are bussed into this school?

21. If the instruction you have seen was typical of all OE schools, how would you feel about having a child of your own enrolled in an OE school? -- if you were a parent of a resident child?
1. enthusiastic
  2. positive but with some reservations
  3. ambivalent
  4. negative but not completely
  5. completely negative
22. If the instruction you have seen was typical of all OE schools, how would you feel about having a child of your own enrolled in an OE school? -- if you were a parent of an OE child?
1. enthusiastic
  2. positive but with some reservations
  3. ambivalent
  4. negative but not completely
  5. completely negative
23. If these classes were typical of the quality of instruction in all OE schools how would you feel about the OE program in general?
1. retain as is
  2. slightly change
  3. strongly modify
  4. abolish
24. Please give further explanation of your above answer
25. Assuming the pupil day in the average school costs \$X, how much was the pupil day you saw worth?
1. less than X
  2. X
  3. 2X

## LUNCH PERIOD

1. Where are the students' eating facilities?
  1. separate lunch room
  2. classroom
  3. auditorium
  4. other (specify) \_\_\_\_\_
2. How would you describe the physical appearance of the dining area?
  1. extremely attractive
  2. more attractive than the average
  3. average
  4. less attractive than the average
  5. very unattractive
3. How would you describe the physical accommodations of the dining area?
  1. more than adequate
  2. adequate
  3. crowded
4. How would you rate discipline in the dining area?
  1. overly controlled
  2. well controlled
  3. poorly controlled
  4. no control
5. How would you describe the atmosphere in the dining area?
  1. relaxed and congenial
  2. strict yet congenial
  3. overstrict and cold
  4. chaotic
6. What percentage of the receiving children eat lunch in school?
  1. 75 - 100%
  2. 50 - 74%
  3. 25 - 49%
  4. 0 - 24%
7. Are the pupils assigned specific seats in the dining area?

Yes                      No

(If yes) To what extent is the seating of OE and receiving children mixed?
8. How would you describe the interaction among the OE and receiving pupils?
  1. extremely positive
  2. positive
  3. average
  4. negative
  5. extremely negative
  6. no possibilities for interaction; since no resident pupils

(If you answered 4 or 5) Why?

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Center for Urban Education

Open Enrollment Program

General Classroom Report - Receiving Schools

School \_\_\_\_\_ Borough \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Sex \_\_\_\_\_ Observer \_\_\_\_\_

Length of observation \_\_\_\_\_ Lessons observed in this class: \_\_\_\_\_

\_\_\_\_\_  
If this is a joint observation, check here \_\_\_\_\_ and record name of other observer  
\_\_\_\_\_. Joint observations should be reported by each  
observer without consultation.

1. What was the size of the class? \_\_\_\_\_
2. How many OE pupils were in the class? \_\_\_\_\_ (Please ask teacher.)
3. How would you rate the attractiveness of the classroom?
  1. Very attractive
  2. More attractive than usual
  3. Of average attractiveness
  4. Less than averagely attractive
  5. Unattractive
4. How would you describe the classroom atmosphere in terms of discipline and in terms of warmth?
  1. Undisciplined and warm
  2. Undisciplined and cold
  3. Disciplined yet congenial or warm
  4. Disciplined and cold
  5. Overdisciplined yet warm
  6. Overdisciplined and cold
5. How would you describe the overall integration of OE children into the activities you observed?
  1. Extremely well integrated
  2. Well integrated
  3. Average
  4. Poorly integrated
  5. Little or no integration
  6. I could not distinguish OE children
6. How would you describe the overall inter-relationships among the children?
  1. Extremely positive
  2. Positive
  3. Average
  4. Negative
  5. Extremely Negative



## Center for Urban Education

## Open Enrollment Program

## General Classroom Report - Sending Schools

School \_\_\_\_\_ Borough \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher's name \_\_\_\_\_ Sex \_\_\_\_\_ Observer \_\_\_\_\_

Length of observation \_\_\_\_\_ Lessons observed in this class: \_\_\_\_\_

\_\_\_\_\_

If this is a joint observation, check here \_\_\_\_\_ and record name of other observer \_\_\_\_\_ . Joint observations should be reported by each observer without consultation. (Note to observer: The question numbers correspond to another questionnaire and are not necessarily consecutive.)

1. What was the size of the class? \_\_\_\_\_

3. How would you rate the attractiveness of the classroom?

1. Very attractive
2. More attractive than usual
3. Of average attractiveness
4. Less than averagely attractive
5. Unattractive

4. How would you describe the classroom atmosphere in terms of discipline and in terms of warmth?

1. Undisciplined and warm
2. Undisciplined and cold
3. Disciplined yet congenial or warm
4. Disciplined and cold
5. Overdisciplined yet warm
6. Overdisciplined and cold

6. How would you describe the overall inter-relationships among the children?

1. Extremely positive
2. Positive
3. Average
4. Negative
5. Extremely Negative

## Open Enrollment Program

## PRINCIPAL'S INTERVIEW - RECEIVING SCHOOL

As you know, we are studying the Open Enrollment Program. We would like to ask you a few questions relating to your perceptions of that program. Your answers will be held in strict confidence. Only the project director and his immediate staff will see any record of this interview. Neither you nor your school will ever be identified in any way in our reports.

School \_\_\_\_\_ Borough \_\_\_\_\_ Date \_\_\_\_\_ Interviewer \_\_\_\_\_

Principal's Name: \_\_\_\_\_

(Interviewer fill in) Approx. Age: \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_ N \_\_\_\_\_ PR \_\_\_\_\_ WH \_\_\_\_\_

(Note to observers: The numbering which follows corresponds to another questionnaire and is not necessarily consecutive.)

3. What year was this school first designated a receiving school? \_\_\_\_\_

5. How did you feel about the OE program when it began? (circle number)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

Why?

6. How do you feel about the program now? (circle number)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

Why? (Note to observers: If opinion changed, be sure to elicit reasons why).

7. Were space additions, changes or adjustments made to accommodate the program?

1. Yes
2. No

8. If yes, what? When?



16. Have there been changes in the rate of application for transfers, resignations, or retirement by staff members since the beginning of the program?
1. Substantial increase
  2. Moderate increase
  3. No change
  4. Moderate decrease
  5. Substantial decrease
  8. Don't know
17. If changes have occurred, how many of these changes can be attributed directly to the program?
1. All
  2. Most
  3. Half
  4. Few
  5. None
  8. Don't know

Why?

18. Do you have any suggestions, if staff attrition does result from the program, for encouraging teachers to remain or attracting new recruits?

19. Have the parents discussed the OE Program with you?

1. Yes, frequently
2. Yes, infrequently
3. No

20. What is your perception of their reaction to the OE program?

	a. All	b. Most	c. Half	d. Few	e. None
1. <u>Enthusiastic</u>					
2. <u>Positive, but not enthusiastic</u>					
3. <u>Slightly positive</u>					
4. <u>Slightly negative</u>					
5. <u>Strongly negative</u>					

Why?

21. Were steps taken to increase the understanding and cooperation of resident parents?

1. Yes
2. No
8. Don't know

If yes, what? When?

24. (If yes) what degree of success do you feel was achieved with these efforts?

1. Great success in increasing understanding and cooperation
2. Moderate success
3. Little success
4. Unsuccessful
5. Don't know

25. Do the OE parents discuss the program with you?

1. Yes, frequently
2. Yes, infrequently
3. No

26. What is your perception of their reaction to the OE program?

	a. All	b. Most	c. Half	d. Few	e. None
1. Enthusiastic					
2. Positive, but not enthusiastic					
3. Slightly positive					
4. Slightly negative					
5. Strongly negative					

Why?

25. What has been the reaction of the student body to the OE program and in particular what is their reaction to those students who transfer?  
(Check \_\_\_\_\_ if don't know)

26. Were any steps taken to increase the resident pupil's understanding of the program?

1. Yes
2. No
8. Don't know

If yes, what? When?

27. (If yes) what degree of success do you feel was achieved in increasing understanding with these efforts?
1. Great success
  2. Moderate success
  3. Little success
  4. Unsuccessful
  8. Don't know
28. From your contacts and conversations with parents who transfer their children, what seem to be the most prevalent reasons for applying to the OE program?  
(Note to observer: Try to elicit at least three reasons.)  
(Check \_\_\_\_\_ if don't know)
29. Do you feel that the children who enter the OE program are a typical representation of the student body in the sending school?
1. Yes
  2. No
  8. Don't know
30. If no, what type of children do you feel are
- a. Over-represented \_\_\_\_\_  
\_\_\_\_\_
  - b. Under-represented \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
31. Have any of the OE parents withdrawn their children and returned them to the sending school?
1. Yes
  2. No
  8. Don't know
- (If yes, answer question 33-36)
32. Approximately how many children return each year? \_\_\_\_\_
33. What reasons are given for withdrawal from the program?  
(Check here \_\_\_\_\_ if don't know)

36. Do there seem to be certain kinds or types of children who drop out?

- 1. Yes
- 2. No
- 8. Don't know

(If yes, what?)

37. Considering these drop-outs, in general, how many years do they stay in the OE program before dropping out? \_\_\_\_\_

Now let's consider other aspects of the OE program's impact on your school.

38. Since the inception of the OE program, have there been changes in the attitude and behavior of the resident children?

- 1. Yes
- 2. No
- 8. Don't know

39. (If yes) were these changes (Check one in each column)

- |             |                  |
|-------------|------------------|
| 1. Positive | 1) Substantially |
|             | 2) Moderately    |
| 2. Negative | 3) Slightly      |

40. How many of these changes do you attribute to the program?

- 1. All
- 2. Most
- 3. Half
- 4. Few
- 5. None
- 8. Don't know

41. (If 2-5 above) what other factors account for these changes?

42. Since the inception of the program have there been changes in the levels of achievement of the resident children?

- 1. Yes
- 2. No
- 8. Don't know

43. (If yes) were these changes (check one in each column)

- |           |                  |
|-----------|------------------|
| 1. Higher | 1) Substantially |
|           | 2) Moderately    |
| 2. Lower  | 3) Slightly      |



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44. How many of these changes do you attribute to the program?
1. All
  2. Most
  3. Half
  4. Few
  5. None
  8. Don't know
45. (If 2-5 above) what other factors account for these changes?
46. In your experience is there generally a change in the personal social adjustment of OE children after they enter the receiving school?
1. Yes
  2. No
  8. Don't know
47. If yes, are these changes (Circle one in each column)
- |           |                  |
|-----------|------------------|
| 1. Higher | 1) Substantially |
|           | 2) Moderately    |
| 2. Lower  | 3) Slightly      |
- To what do you attribute these changes?
48. In your experience is there a relationship between the OE child's social adjustment and the grade he enters the OE program?
1. Yes
  2. No
  8. Don't know
- If yes, what?
49. In your experience is there a change in the levels of achievement of OE children after they enter the receiving school?
1. Yes
  2. No
  8. Don't know
50. If yes, are they (Circle one in each column)
- |           |                  |
|-----------|------------------|
| 1. Higher | 1) Substantially |
|           | 2) Moderately    |
| 2. Lower  | 3) Slightly      |
- To what do you attribute these changes?

51. Is there a relationship between the OE child's level of achievement in the receiving school and the grade he entered the OE program?

- 1. Yes
- 2. No
- 8. Don't know

If yes, what?

52. Do you feel there is a relationship between the OE child's level of achievement when he enters the OE program and his later academic progress?

- 1. Yes
- 2. No
- 8. Don't know

If yes, please explain

53. Consider your perception of the ideal OE program.

- a. What children would you admit to the program in terms of behavior and achievement?

- b. At which grade levels would you admit these students to the program?

54. Considering the OE program as it has been organized and administered this year, what in your opinion are the major weaknesses of the program?

55. In the same vein, what do you think are the most valuable contributions of the OE program?

56. Do you have any suggestions for improving the program?

57. Do you think the program should be: (circle number)

1. Continued as is
2. Continued with modifications
3. Expanded
4. Expanded with modifications
5. Abolished
6. Undecided

Why?

58. Do you wish to make any additional comments or mention some aspects we may have neglected?

(Note to observer: Please make additional comments you may have about this interview on the back of the page.)

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Center for Urban Education

Open Enrollment Program

PRINCIPAL'S INTERVIEW - SENDING SCHOOL

As you know, we are studying the Open Enrollment Program. We would like to ask you a few questions relating to your perceptions of that program. Your answers will be held in strict confidence. Only the project director and his immediate staff will see any record of this interview. Neither you nor your school will ever be identified in any way in our reports.

School \_\_\_\_\_ Borough \_\_\_\_\_ Date \_\_\_\_\_ Interviewer \_\_\_\_\_

Principal's Name: \_\_\_\_\_

(Interviewer fill in) Approx. Age: \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_ N \_\_\_\_\_ IR \_\_\_\_\_ WH \_\_\_\_\_  
(Note to observers: The numbering which follows corresponds to another questionnaire and is not necessarily consecutive.)

1. How long have you been principal at this school? \_\_\_\_\_

2. What did you do before becoming principal here? \_\_\_\_\_

At what school? \_\_\_\_\_ Where? \_\_\_\_\_

For how long? \_\_\_\_\_

3. What year was this school first designated a sending school? \_\_\_\_\_

4. Has the OE program affected your school? 1) Yes 2) No

If yes, how? To what extent?

5. How did you feel about the OE program when it began? (circle number)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

Why?

6. How do you feel about the Program now? (circle number)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

Why? (Note to observers: If opinion changed, be sure to elicit reasons why?)

9. Do the teachers and staff discuss the OE program with you? 1. Yes 2. No

10. If yes: 1) Frequently 2) Infrequently

- |                          |                   |
|--------------------------|-------------------|
| a) At conferences        | b) Staff meetings |
| c) Private conversations | d) Others         |

11. What is your impression of their reaction to the OE program?

a. All      b. Most      c. Half      d. Few      e. None

1. Enthusiastic
2. Positive, but  
not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

Why?

16. Have there been changes in the rate of application for transfers, resignations or retirement by staff members since the beginning of the program?

1. Substantial increase
2. Moderate increase
3. No change
4. Moderate decrease
5. Substantial decrease
8. Don't know

17. If changes have occurred, how many of these changes can be attributed directly to the Program?

1. All
2. Most
3. Half
4. Few
5. None
8. Don't know

Why?

18. Do you have any suggestions, if staff attrition does result from the program, for encouraging teachers to remain or attracting new recruits?

19. Have the parents discussed the OE program with you?

1. Yes, frequently
2. Yes, infrequently
3. No

21. What is your perception of their reaction to the OE program?

	<u>a. All</u>	<u>b. Most</u>	<u>c. Half</u>	<u>d. Few</u>	<u>e. None</u>
1. <u>Enthusiastic</u>					
2. <u>Positive, but not enthusiastic</u>					
3. <u>Slightly positive</u>					
4. <u>Slightly negative</u>					
5. <u>Strongly negative</u>					

Why?

22. Were steps taken to increase the understanding and cooperation of parents?

1. Yes
2. No
8. Don't know

If yes, what? When?

23. (If yes) what degree of success do you feel was achieved with these efforts?

1. Great success in increasing understanding and cooperation
2. Moderate success
3. Little success
4. Unsuccessful
8. Don't know

26. What has been the reaction of the student body to the OE program and in Particular what is their reaction to those students who transfer?  
(Check \_\_\_\_\_ if don't know)
27. Were any steps taken to increase the pupil's understanding of the program?
1. Yes
  2. No
  8. Don't know
- If yes, what? When?
28. (If yes) what degree of success do you feel was achieved in increasing understanding with these efforts?
1. Great success
  2. Moderate success
  3. Little success
  4. Unsuccessful
  8. Don't know
29. From your contacts and conversations with parents who transfer their children, what seem to be the most prevalent reasons for applying to the OE program?  
(Note to observer: Try to elicit at least three reasons.)  
(Check \_\_\_\_\_ if don't know)
30. Do you feel that the children who enter the OE Program are a typical representation of the student body in the sending school?
1. Yes
  2. No
  8. Don't know



31. If no, what type of children do you feel are

a. Over-represented \_\_\_\_\_

b. Under-represented \_\_\_\_\_

32. Have any of the OE parents withdrawn their children and returned them to the sending school?

1. Yes
2. No
3. Don't know

(If yes, answer questions 33-38)

33. Approximately how many children return each year? \_\_\_\_\_

34. What reasons are given for withdrawal from the program?  
(Check here \_\_\_\_\_ if don't know)

35. Do there seem to be certain kinds or types of children who drop out?

1. Yes
2. No
3. Don't know

(If yes, what?)

36. Considering these drop-outs, in general, how many years do they stay in the OE program before dropping out? \_\_\_\_\_

37. What effect does the OE experience seem to have on the achievement level of returning students? (Check \_\_\_\_\_ if don't know)

38. What effect does the OE experience seem to have on the attitude of returning students?  
(Check \_\_\_\_\_ if don't know)

Now let's consider other aspects of the OE program's impact on your school.

39. Since the inception of the OE program, have there been changes in the attitude and behavior of the children who remain?

1. Yes
2. No
8. Don't know

40. (If yes) were these changes (Check one in each column)

- |             |                  |
|-------------|------------------|
| 1. Positive | 1) Substantially |
|             | 2) Moderately    |
| 2. Negative | 3) Slightly      |

41. How many of these changes do you attribute to the program?

1. All
2. Most
3. Half
4. Few
5. None
8. Don't know

42. (If 2-5 above) what other factors account for these changes?

43. Since the inception of the program have there been changes in the levels of achievement of the children who remain?

1. Yes
2. No
8. Don't know

44. (If yes) were these changes (Check one in each column.)

- |           |                  |
|-----------|------------------|
| 1. Higher | 1) Substantially |
|           | 2) Moderately    |
| 2. Lower  | 3) Slightly      |

45. How many of these changes do you attribute to the program?

1. All
2. Most
3. Half
4. Few
5. None
8. Don't know

46. (If 2-5 above) what other factors account for these changes?

49. In your experience is there a relationship between the OE child's social adjustment and the grade he enters the OE program?

- 1. Yes
- 2. No
- 8. Don't Know

If yes, what?

52. Is there a relationship between the OE child's level of achievement in the receiving school and the grade he entered the OE program?

- 1. Yes
- 2. No
- 8. Don't know

If Yes, what?

53. Do you feel there is a relationship between the OE child's level of achievement when he enters the OE program and his later academic progress?

- 1. Yes
- 2. No
- 8. Don't know

If yes, please explain.

54. Consider your perception of the ideal OE program.

a. What children would you admit to the program in terms of behavior and achievement?

b. At which grade levels would you admit these students to the program?

55. Considering the OE program as it has been organized and administered this year, what in your opinion are the major weaknesses of the program?

56. In the same vein, what do you think are the most valuable contributions of the OE program?

57. Do you have any suggestions for improving the program?

58. Do you think the program should be: (circle number)

1. Continued as is
2. Continued with modifications
3. Expanded
4. Expanded with modifications
5. Abolished
6. Undecided

Why?

59. Do you wish to make any additional comments or mention some aspects we may have neglected?

(Note to observer: Please make any additional comments you may have about this interview on the back of the page.)

## APPENDIX C

Staff List

Dr. David J. Fox, Evaluation Chairman

Associate Professor

Director, Educational Research and Evaluation Services

Chairman, Department of Social and Psychological Foundations

School of Education

College of the City of New York

Dr. Willard G. Adams

Associate Professor

Department of Secondary Education

School of Education

College of the City of New York

Dr. Augustine Brezina

Assistant Professor

Department of Secondary Education

School of Education

College of the City of New York

Debora Brink

Lecturer

Department of Social and

Psychological Foundations

School of Education

College of the City of New York

Dr. Dorothy Cohen

Senior Faculty

Graduate Programs

Bank St. College of Education

Dr. Harold Davis

Assistant Professor

Department of School Services

School of Education

College of the City of New York

Mr. Richard G. Durnin

Lecturer

Department of Social and

Psychological Foundations

School of Education

College of the City of New York

Mrs. Sophie L. Elam

Assistant Professor

Department of Social and

Psychological Foundations

School of Education

College of the City of New York

Mrs. Lorraine S. Flaum

Evaluation Coordinator

Dr. William M. Greenstadt

Assistant Professor

Department of School Services

School of Education

College of the City of New York

Dr. Ruth Grossman

Assistant Professor

Department of Elementary Education

School of Education

College of the City of New York

Dr. George Hammer

Assistant Professor

Department of Secondary Education

School of Education

College of the City of New York

Mr. Frederick Hill, Jr.

Doctoral Candidate

Ferkauf Graduate School of Education

Yeshiva University

Dr. Lisa Kuhmerker

Assistant Professor

Department of Education

Hunter College

Miss Jean Fair Mitchell

Headmistress  
The Brearley School

Dr. Julius Rosen

Assistant Professor  
Department of School Services  
School of Education  
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Dr. Sol Schwartz

Assistant Professor  
Department of Social and  
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Mrs. Peggy M. Schwarz

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Dr. James J. Shields, Jr.

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Mr. James W. Stern

Headmaster  
Columbia Grammar School

Mrs. Emmeline Weinberg

Lecturer  
Department of Elementary Education  
School of Education  
College of the City of New York

Dr. Theresa A. Woodruff

Associate Professor  
Department of Elementary Education  
School of Education  
College of the City of New York









EVALUATION OF NEW YORK CITY TITLE I  
EDUCATIONAL PROJECTS 1966-67

A SPECIAL ENRICHMENT PROGRAM OF QUALITY INTEGRATED  
EDUCATION FOR SCHOOLS IN TRANSITIONAL AREAS

By Nathan Kravetz

September 1967

**The Center For Urban Education**  
33 West 42nd St., New York, N.Y. 10036



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CENTER FOR URBAN EDUCATION  
FIELD RESEARCH AND EVALUATION COMMITTEE  
ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: A Special Enrichment Program of Quality Integrated Education  
for Schools in Transitional Areas

Evaluation Director: Dr. Nathan Kravetz, Associate Professor  
Hunter College

NOTE: To assist in the planning of Title I  
projects for 1967-8, this summary  
was prepared after the collection  
of all data but before the writing of  
the final report. The final report  
will contain a complete, detailed  
evaluation of the project.



## A SPECIAL ENRICHMENT PROGRAM OF QUALITY INTEGRATED EDUCATION FOR SCHOOLS IN TRANSITIONAL AREAS

The program under review is titled: "A Special Enrichment Program of Quality Integrated Education for Schools in Transitional Areas." Its major concern is for schools in communities that are "in process of social and economic transition," and its goals are to contribute to community stability through increased specialized services to meet individual pupil needs.

The program provides additional teaching and non-teaching staff so that specific services of corrective reading, counseling, special classes, and reduced class size may be provided.

The program functions in 79 elementary and 37 junior high schools, many of which were already designated as special service schools. Also, migration had already produced an imbalance of ethnic groups in many schools so that for these schools the designation of "transitional" was invalid.

For this evaluation, a sample of 20 elementary schools and 6 junior high schools was selected where special service programs were not operating and where ethnic groups included 35 per cent or more of "others".

It was decided to concentrate in this study upon the types and uses of specialist services, the changes in ethnic groupings, the changes in pupils' achievement, and the views of professional staff of the effectiveness of the program.

Questionnaires were sent to the principals and to teachers of long service in the sample schools. Data were collected from these questionnaires which indicated that principals and teachers tend to view programs differently. It was evident that some teachers failed to view the program at all; they did not know it existed in their school.

Principals said they were pleased with the assignment of new personnel and reported that they had assigned teacher-specialists to programs of remedial reading, of enrichment work in art and music, and of teacher training in their schools. They reported organizing a small number of classes for gifted children and many groups for improvement in reading and coaching in mathematics. They reported that the parents of the children receiving additional aid showed increased interest and cooperation regarding school matters.

Nevertheless, principals did not feel this program would be effective in reducing the migration of middle-class families from their communities. They ascribed migration to the influx of minority group families, to increased delinquency in the area, and to the desire for better housing. Still, they called for continuation of this program,





seeing it as an improvement in school services for those enrolled.

Teachers tended to agree with principals in their evaluation of the program's effectiveness, and they stated similar causes for the migration out of their communities. They, too, recommended that the program be continued ---and increased--- and expanded--with special stress upon informing teachers and parents about the program.

Teachers commented favorably upon increased library services, more remedial classes, and some enrichment opportunities in music and art. A larger proportion of elementary teachers than junior high teachers noted a positive impact of the program on parents. Some teachers were aware that guidance counselors had been added, but they were divided in reporting more service to pupils.

Data on ethnic groups in the schools were obtained from the Board of Education in reports of October 1964, October 1965, and October 1966. In the 20 sample elementary schools, the Puerto Rican population increased 20 per cent from 1964 to 1965 and gained 1 per cent more from 1965 to 1966 (from 1,885 pupils in 1964 to 2,616 in 1965 to 2,648 in 1966).

The Negro population in the 20 elementary schools rose 17 per cent from 1964 to 1965 and then rose 10 per cent more from 1965 to 1966 (from 6,705 pupils in 1964 to 8,638 in 1965 to 9,493 in 1966).

"Others" in the 20 elementary schools dropped 50 per cent from 1964 to 1965 and then dropped 9 per cent more from 1965 to 1966 (from 20,625 in 1964 to 11,380 in 1965 to 10,368 in 1966).

In the six sample junior high schools, Puerto Rican enrollment dropped 10 per cent and then 11 per cent in the period studies (from 2,203 in 1964 to 1,992 in 1965 to 1,780 in 1966).

Negro population in the six sample junior highs went up 8 per cent from 1964 to 1965, then dropped 2 per cent from 1965 to 1966 (from 2,499 in 1964 to 2,711 in 1965 to 2,660 in 1966).

"Others" in the six junior high schools decreased 5 per cent in the first period and 14 per cent by 1966 (from 6,361 in 1964 to 6,016 in 1965 to 5,145 in 1966).

The trend reflects emigration of "others" in all the sample schools and an increase of Negro and Puerto Rican pupils in the sample elementary schools. A decreasing register of "others" is also seen in the sample junior high school group.

Achievement scores in reading of pupils who had been tested prior to the program either in the sample schools or elsewhere and who were enrolled continuously in the sample school were studied so as to determine the effects of the program upon achievement.



Test results in reading achievement tended to be favorable for pupils in grades 3,4,5, and 6 who were in the transitional schools and had been in the program prior to September, 1967. Mean achievement was generally above grade and above city-wide norms. Trends for the most part were toward greater achievement above grade as the time in the program increased.

The results for the junior high schools in the sample were not favorable. Not only were pupils in grades 7, 8, and 9 retarded in reading in April 1967, but they were relatively more retarded than they had been at the start of the program.

#### Conclusion:

In this study, data from the sample schools indicate that school personnel (principals and teachers) approve the program but do not believe it will be effective in maintaining integrated, stable communities.

The emigration of white, middle-class families from transitional areas has not decreased since the start of the program.

While school populations have been changing, mean reading scores of stable pupils in the sample elementary schools tended to improve during the operation of the program. In the junior high sample, trends were lower.

The data for the total group of transitional schools cast doubt upon the designation of some as "transitional" when they are special service and lack a balance of Negro, Puerto Rican, and "other" enrollment.

In view of the data and analysis made in this study, the following recommendations are made:

- (1) This program should be continued in specifically defined elementary schools in transitional areas.
- (2) Emphasis should be increased and placed on personnel and services for remedial reading.
- (3) A further emphasis should be place upon libraries, enrichment, and guidance activities.
- (4) Administrative assignments should be limited to those specifically designated for teacher training and support.



- (5) All teachers should be fully informed about the program and involved in planning the specific services to be placed in each school.
- (6) Parents and community people should be fully informed and made aware of the program from the inception of planning. Involvement with faculties in planning is emphasized and recommended.





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A SPECIAL ENRICHMENT PROGRAM OF QUALITY INTEGRATED  
EDUCATION FOR SCHOOLS IN TRANSITIONAL AREAS

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Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation  
Joseph Krevisky, Assistant Director

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## I INTRODUCTION

Current discussion among laymen and educators stresses continually the need for an integrated educational environment. Children tend to learn best when they are involved with different kinds of children: middle class and lower class; Negro, white, and Puerto Rican; English and non-English speaking, and so on. Such an environment reflects reality, permits the growth of individuals to their fullest potential, and encourages the positive self-image of those who have experienced failure, discouragement, and exclusion from economic and social progress.

If, to paraphrase a recent court decision,<sup>1</sup> education is segregated, it cannot be equal, and if it is not equal, then its recipients suffer and are denied their rights.

What is expressed by social and educational researchers and by legal decisions is even more loudly stated by parents and community representatives: schools must be quality schools in integrated communities. This demand has been given full expression in the form of picket lines, boycotts, committee and community meetings, as well as through the formation of numerous action groups determined to confront the schools on the issue.

It is to these concerns that the New York City Board of Education attempted to address itself with the establishment in 1965-66 of "A Special Enrichment Program Geared to Excellence for Schools in Transitional Areas." In that program, evaluated in a report by Mrs. Barbara Heller,<sup>2</sup> the major objective was to "stem the tide of emigration of white middle-class families by providing schools with such superior services that one would be reluctant to move."

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<sup>1</sup>"School Bias Decisions," New York Times, June 24, 1967.

<sup>2</sup>Center for Urban Education, August, 1966.

### Program Description

For the school year 1966-67, the title is "A Special Enrichment Program of Quality Integrated Education for Schools in Transitional Areas." The description is: "The communities concerned are in the process of social and economic transition. The accompanying changes create educational challenges for the schools in these areas. By increasing the specialized services in these schools, the individual needs of the pupils will be met, thus contributing to community stability. The schools in transition will provide quality integrated education through such measures as special enriched classes and after-school tutorial centers...."

In its provisions for achieving "quality integrated education," the program's principal features will include:

1. Class size - The placement of additional classroom teachers into these schools will reduce class size.
2. Corrective Reading Program - All children in need of this service will be exposed to special remedial reading and/or corrective reading. This will be accomplished by providing the schools with specialists in this area.
3. General Achievement - Instruction in art, health education, music, and science will be taken over by subject specialists who will coordinate their activities with those of the regular classroom teacher.
4. Counseling - Both individual and group counseling will be provided. In addition, special guidance classes will be set up for students in selected grades.

5. Library - Better equipped libraries will be provided in addition to more licensed library personnel.
6. After-School Study Centers - All pupils who are in need of additional help with school work will receive supervised remedial and tutorial help in special centers. These centers will be set up from 3:15 to 5:15 P.M. three days each week.
7. Special Classes - The increased school staff will facilitate special classes for both the gifted and slow in such areas as creative writing, art, music, and remedial reading.
8. At both the elementary and junior high school level additional teaching and nonteaching staff will be provided. These include additional administrators, supervisors, clerical staff, teachers to reduce class size, teacher specialists in corrective reading, library, art, health education, music, science, guidance.
9. Additional supplies will be provided. These include office equipment, books, instructional materials in the areas of reading, mathematics, art, music, and science.

A total of 460 positions and concomitant services were assigned to the elementary schools, and 324 to the junior high schools.

Total program budgets were: Elementary, \$4,904,815; Junior High School, \$2,791,233.

In brief, the project is aimed at promoting community stability, halting the departure of middle-class and/or white families by providing additional personnel and services. These, it is planned and expected, will effect a change in trends toward underachievement, will result in enhanced pupil achievement, and will provide those conditions in the schools that all parents



want for their children and that all responsible citizens see as fundamental to quality education.

#### Summary of Prior Study

At this point it is appropriate to establish the format and structure of this study, following closely as it does upon the evaluation by Mrs. Barbara Heller in August 1966. Mrs. Heller reported her conclusions (summarized by this writer) as follows:<sup>3</sup>

#### Elementary Schools

1. On the average, each of the schools was assigned 5.63 additional positions.
2. Approximately 90 per cent of the positions assigned were filled.
3. Although, on the average, each school received about one additional classroom teacher assigned to reduce class size, there was little change in average class size in the elementary schools.
4. Principals reported that the additional positions permitted expansion of an enrichment of existing programs: music, remedial reading, art, science, and health education. They noted improvement of the overall school program with special mention of reading. They indicated improvement in guidance activities and increased identification of pupils with problems.
5. All school personnel reported improvement in pupil behavior and attitudes, work and study habits, and achievement.
6. School personnel noted least change in school attendance.

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<sup>3</sup>Ibid.

7. According to reports of principals and other school personnel, the area of greatest improvement in pupil achievement was reading. There was no improvement in reading as measured by standardized reading achievement tests.
8. There was a tendency toward agreement among principals that teacher morale improved as a result of the program.
9. Most of the principals indicated a positive but vague improvement in the attitudes of parents toward the school.

#### Junior High Schools

1. Each school was assigned an average of 7.57 additional positions.
2. Approximately 83 per cent of the positions were filled.
3. Junior high school principals were less enthusiastic than elementary school principals about this program. They showed concern for the basis of assignments and considered themselves best qualified to decide which personnel were needed and how they were to be used.
4. Principals reported that the additional positions more often permitted the expansion of existing programs rather than the initiation of new ones. Such programs were mainly in remedial reading, library, and guidance.
5. A majority of the principals and other personnel reported slight improvement in pupil attitudes and behavior.
6. A small improvement was noted in the average per cent of attendance during the program year.

7. Although a number of principals anticipated improved reading achievement, standardized test results toward the end of the program year showed no improvement in reading achievement.
8. Average class size was reduced in grades seven, eight, and nine, by approximately one pupil.
9. Most of the principals agreed that teacher morale improved as a result of the extra services and reduced class size.
10. The effect of the program on parental attitudes could not be specifically determined.

Among her final comments, Mrs. Heller states:

"Although the more positive aspects of the program as noted by the teachers and principals of the school...were not supported by the data, it does not necessarily follow that the transitional program was not effective. The data are interim in nature; for example, without the school-by-school results of the October 31, 1966 ethnic census data, the effects of the program on the primary goal, 'stemming the white middle class exodus,' cannot be estimated."<sup>4</sup>

## II PLAN OF THE STUDY

In this evaluation, the statements of the Board of Education regarding the need for a program in the transitional areas were accepted as cited above. It was then appropriate to select a sample of the schools in the program, to review the extent of the personnel and services components, and, if possible, to determine the effectiveness of those components in accomplishing the kind of educational changes which meet the needs of the transitional areas.

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<sup>4</sup>Ibid.

We may, therefore, stipulate as follows:

1. The transitional areas program is intended to stem the tide of social and economic transition in specified communities.
2. The addition of personnel is planned to produce educational change, basically in terms of pupil achievement, which will be deemed satisfactory by parents.
3. The resultant modifications in school programs will reduce or inhibit the rate of transition in the communities concerned and preserve or increase their school integration status.

While the design and plan for this evaluation were developed by the writer, the continuing collaboration of Mrs. Barbara Heller was an important factor in the total project. Her specific contribution in the portion of the study relating to pupil achievement and her work on the questionnaires was invaluable. In addition, she provided important comments and suggestions on the project.

All information for this evaluation of the transitional schools program was made available to the Center for Urban Education by the New York City Board of Education. The preparation of the questionnaires was a joint project of Mrs. Barbara Heller and the writer. Special mention must be made of the support received from Mr. Joseph Krevisky and Mr. George Weinberg of the Center for Urban Education. The devoted assistance of Mrs. Julia Plapinger and Mrs. Frieda Kurash must also be acknowledged.

This evaluation has the following purposes:

1. to determine the number and kind of additional positions assigned under this program;
2. to determine the educational functions and services provided by these additional personnel;

3. to ascertain the effects, if any, upon the academic achievement of pupils in the schools;
4. to determine the effects, if any, of the assignment of these additional positions upon the movements of ethnic groups in the school communities.

A sample group of schools, 20 elementary and six junior high, was selected on the basis of criteria described below.

The following data were collected:

1. Principals' questionnaires. In February 1967, a questionnaire was sent to the principals asking for verification of additional positions assigned and filled, description of activities performed and at which grade levels, evaluation of additional services, parental attitudes, and general community conditions.
2. Teacher questionnaire. In April 1967, on the basis of principal reports, questionnaires were sent to teachers who had been in the transitional schools from 1963 or longer. Thus, it was assumed that teachers with four or more years of experience in a school could make evaluative comparisons of conditions before the start of the program and the present.
3. Ethnic data. The number and percentage of Negro, Puerto Rican, and other pupils on register as of October 31 of 1964, 1965, and 1966 were collected for the sample schools. These data are used to determine the effects, if any, of the transitional school program on its primary objective, contributing to community stability.

4. Reading achievement data. Selection was made of pupils tested in grades three through nine in April 1967 who had been enrolled and tested in prior years in the transitional schools. Achievement gains of the pupils who had experienced the effects, if any, of the transitional school program were reflected by comparison with anticipated achievement norms for the grade and with citywide results.

Data for pupils in the sample elementary schools were collected for reading achievement tests administered in April and October 1965, May and October 1966, and May 1967.

Data for junior high school pupils were collected for reading achievement tests administered in January and October 1965, June and October 1966, and April 1967.

### III SELECTION OF SAMPLE SCHOOLS

#### Definition

At the initiation of this evaluation, ethnic distribution figures were available for the schools included under the rubric "Transitional Areas."

A factor which became apparent upon analysis of the schools and of their ethnic percentages was that a number of the transitional areas schools were also special service schools.

Special service schools are, in effect, schools in which the ratio of Negro and Puerto Rican pupils far exceeds that of Whites ("others"), so that the designation of "transitional" is hardly appropriate - the change has already taken place. Such schools also receive aid very similar to that in transitional schools. To attempt to evaluate a program which provides additional personnel and services (Transitional Areas Program) in schools where similar features exist (Special Service), would be difficult if not impossible.

In many instances, the ethnic distribution data showed that some schools enrolling fewer than 30 per cent "others" were designated as "transitional." Of the 16 Manhattan elementary schools, six were in this category in October 1965.

In the Bronx, four of the 19 schools enrolled fewer than 30 per cent "others." In Brooklyn, nine of the 20 schools, and in Queens, six of the 23 schools, showed fewer than 30 per cent "others" enrolled. (In the one elementary school in Richmond, designated as transitional, the "others" were over 70 per cent.)

One might question the designation as a transitional community of one in which the data indicate this type of ethnic distribution.

It was decided that for a feasible study of the transitional program, schools should be selected to make up a sample which did not include special service designation, and where the percentage of "others" enrolled would be in the range of 40 to 60 per cent. In the junior high schools, to meet these criteria, schools with the proportion of "others" at 73 per cent and 76 per cent were included in the sample.

It would be feasible to study those schools in which only the transitional areas program provided additional personnel and services, and whose community might be considered truly "transitional."

#### Selection

For the 20 elementary schools and six junior high schools selected as the sample in terms of the criteria described above, see Tables Appendix A<sup>2</sup>, and A<sup>3</sup>.



#### IV ADDITIONAL STAFF AND SERVICES

This program was focused upon increased staff and services; a questionnaire to principals provided data about this major aspect.

Questionnaires were devised in which principals might respond to various features and hoped-for activities. Of primary interest is the response concerning the assignment of personnel.

##### Analysis of Additional Positions in Elementary Schools

Twenty questionnaires were sent to the elementary school principals; 18 were returned. Table 1 indicates the assignment of personnel "positions" and the filling of the positions, as well as other pertinent data, as reported in principals' questionnaires.

It should be stated that although personnel in the citywide transitional areas program included positions as Non-English teacher (NE), Reading Improvement teacher, Auxiliary teacher, and Citizenship Class teacher, none of these were in the sample schools. One might surmise that such personnel assignments were deemed more appropriate to the schools designated as special service, with higher percentages of Negro and Puerto Rican pupils.

We note that school secretary assignments rank third in this program after teachers to reduce class size and corrective reading teachers. This was the case not only for the sample schools but for all schools designated as transitional. In this category almost all assignments were full time and were occupied by individuals with the school secretary license. The median of years of experience as determined from 14 replies was 1.25 years.

The median years of experience for guidance counselors in the sample was two years as reported by five principals. Four of the nine guidance counselors in the sample had a license in that position; others had the common branches license.

TABLE 1  
SAMPLE ELEMENTARY SCHOOLS: ADDITIONAL PERSONNEL

Personnel	Number Assigned	Number Filled	Median Years Experience
School secretary	17.8	18.2*	1.25
Asst. to Principal	2	1	0
Guidance Counselor	13.2	9	2
Teachers:			
Librarian	3	2	not suitable
Reduce class size	39	36	11
OTP:			
Jr. Guidance	4	2	7
Correct. Reading	18	18	20
Health Education	10	10	2
Art	7	6	6
Music	10	7.4	4.5
Science	12	10	12.5
TOTALS	136	119.6	

\*As reported by Principals.

Of the two librarians, one had 35 years of teaching experience, and data for the second was not reported. Both held the common branches license.

Reports of experience in teaching were received for 18 of the schools where teachers were assigned to reduce class size. For this group the median experience was 11 years. Twenty-three of these teachers held common branches licenses; four held early childhood licenses.

The two junior guidance teachers were in the same school in the sample. They taught pupils in grades three and four and had 10 and 4 years of experience respectively.

Reports of 14 schools showed corrective reading teachers with a median of twenty years of teaching experience, three reporting 45, 32, and 30 years respectively. Corrective reading teachers all held common branches licenses and were generally teaching all grades, with the greatest frequency in grades two and three.

Health education teachers ranged in experience from 0 to 18 years, with a median of two years. Six had common branches licenses, two had junior high health education licenses, and one held a junior high social studies license. Three additional teachers taught in grades one through six.

Of the six art teachers in the sample, available data for three showed experience of 20, 6, and 0 years respectively. In two instances teachers assigned to music positions in the transitional areas program were used as art teachers on a part-time basis. They taught all grades.

Music teachers taught all grades, but were especially involved in organizing orchestras, instrument classes, and glee clubs. Four of these specialists were reported as having junior high school music licenses, the remainder common branches. Two teachers received to fill music positions were reported by their principals as assigned to art and remedial reading on a part-time basis.

Three of the eight science teachers reported by the principals had taught 30, 34, and 25 years respectively. Two of the science teachers were teaching remedial reading part time. Two were described by the principals as teaching for enrichment. All taught in grades one through six.

#### Analysis of Additional Positions in Junior High Schools

In the junior high schools, the assignment of additional personnel in the sample schools is shown in Table 2. The data were derived from the returned questionnaires of the six junior high schools in the sample.

TABLE 2  
SAMPLE JUNIOR HIGH SCHOOLS: ADDITIONAL PERSONNEL

Personnel	Number Assigned	Number Filled	Median Years Experience
School secretary	10	10	7.5
Guidance Counselor	5	5	5.5
Demo. Teacher or Dept. Chairman	2	2	4.0
Lab. Assistant	2	2	0
Teachers:			
Librarian	5	5	6.0
Corrective Reading	3	3	2.5
Career Guidance	10	10	2.5
Reduce class size	14	7	2.0
TOTALS	51	44	

Four of the six junior high schools were assigned and received two additional secretaries; the remaining schools received one each. Principals indicated that the secretaries were involved in general office work, with two

of the six respondents noting "pupil personnel" duties.

Five of the six schools in the junior high school sample received one additional guidance counselor each. The median experience was 5.5 years. Three held a guidance counselor's license, one social studies, and one common branches. Their work was primarily in grades seven and eight.

Two of the six schools received department chairmen, one with no experience, the other with eight years of experience. These figures may be misleading, since it is conceivable that the first individual's experience covered only service in this position and the second report was on total teaching experience.

Two schools in the sample received laboratory assistants, one with a substitute common branches license, both with less than one year's experience.

Five of the six schools received full-time librarians with a median experience of six years, ranging from two to 21 years.

One corrective reading teacher was assigned and placed in each of three schools in the sample. All held licenses in English and taught students in grades 7, 8, and 9. Their teaching service was 2, 2.5, and 11 years, respectively.

Two of the schools received five teachers each for career guidance. In one school experience was reported only as "0-5" years; in the other it ranged from 1.5 years to 35 years, the latter figure representing a mathematics teacher assigned to this program. The licenses reported in the two schools were social studies (three), mathematics (two), industrial arts (two), and health education (one). These teachers conducted ninth-grade classes on a full-time basis.

Although program plans called for 14 teachers to be assigned in the six schools to reduce class size, three of the six reported these positions unfilled. Thus seven teachers were actually received and utilized to reduce class size. In one school, although both teachers held a social studies license, one was

teaching science classes. These two teachers had less than one year's experience.

In a second school, both teachers held English licenses and taught English in all grades. They each had 2.5 years of experience. In the third school, three teachers held the social studies, mathematics, and common branches licenses, with 1, 2, and 3 years of teaching experience, respectively. They taught grades 7, 8, and 9, and in mathematics, social studies, science, and language arts. The median years of experience for teachers in positions to reduce class size was two years.

A feature of the program in junior high schools was the assignment of additional preparation periods to teachers. These were placed, however, in special service schools only, with none allotted to those selected for the sample in this study. The project listed 44 teachers for this purpose.

Tables A<sup>4</sup> and A<sup>5</sup> (Appendix A<sup>4</sup>, A<sup>5</sup>) indicate the totals of additional staff and services assigned in the transitional area schools. These may be compared with the sample schools in the study.

In the total group, for elementary schools, the greatest number of staff assigned was for reduction of class size, for corrective reading, and for school secretaries. In the sample group, the emphasis is the same, with the special distinction that the number of teachers assigned for corrective reading and for secretary positions was nearly identical.

In the junior high schools, the situation was almost the same for: teachers to reduce class size, preparation periods, career guidance teachers, and school secretaries.

It seems significant and worthy of further study to note that, while in the elementary sample almost all positions assigned to reduce class size were filled, in the junior high sample only 50 per cent of the positions assigned for this purpose were filled.

## V ANALYSIS OF ADDITIONAL SERVICES IN THE PROGRAM

### Special Classes and Clubs

Since the additional personnel are intended to extend available and existing services, the organizing of special classes and clubs for the gifted and slow would represent an attractive enrichment opportunity for pupils.

The questionnaire to elementary principals brought forth the following information from the sample: Classes and clubs were organized for creative writing, art, music, remedial reading, mathematics, science, language arts, the non-English speaking, and the intellectually gifted.

Distributions of classes in these special programs may be seen in the table, Appendix A<sup>6</sup>.

These activities cannot be ascribed to the transitional areas program alone. Several were expanded by means of the program; others existed prior to the program and were reported as continuing enrichment activities within the program.

There may be a reflection here of the desire on the part of principals to report their own initiative, undertaken in advance of the transitional areas program or concurrently with it, to accomplish identical goals. Frequently where teachers were received (science, math, remedial reading), they were incorporated into the regular instruction program and not reported as providing "special" classes.

Eight of the schools in the sample indicated procedures used to evaluate the special classes. Each of the schools reported using teacher-made and standardized tests in reading, mathematics, music, and science. Also reported were exhibits, fairs, and concerts by four schools. One school reported evaluation in terms of greater pupil interest in the special classes.



While programs are often planned to individualize pupil activities, a frequent criticism is the lack of innovative procedures. The questionnaire to principals sought to elicit response as to "curricular adaptations" in the special classes. Nine of the 18 responding principals reported the following types of curriculum adaptations.

Comments were made referring to "in-depth discussion," use of more source material than usual, and use of "discovery" in mathematics. In one school, the teacher of the gifted served as a teacher trainer in this area. In another school, special materials were purchased for children receiving help in reading.

A new experimental "developmental music" program was begun in grades 1, 2, and 3 in one school. Special "auditorium music periods" were instituted for classes on split sessions in one overcrowded school. Three principals reported: "games, different basal readers, small groups, individual help." Another reported: "pre-instrumental groups in grades three and four; use of Zoltan Kodaly hand signals to train glee club...."

One principal stressed correlation of art with social studies, of science with language arts, mathematics, and art. Another reported enrichment in science and "more than the usual number of trips."

It would appear that, although personnel were added to the schools in given special teaching fields, it was possible for individual principals to seek varied and unprescribed uses for such teachers in their attempts to emphasize the enrichment aspects of the program.

In the junior high school sample, five principals indicated that additional staff did facilitate the development of special classes or clubs for the slow and for the gifted. The table in Appendix A<sup>7</sup> presents the data on special classes and clubs at the junior high level.

All principals stated that the activities listed in Table A<sup>7</sup> were conducted during the school day and not as part of the after-school center. Evaluation was conducted by periodic teacher-made and standardized tests.

Curriculum adaptations included a "basic" and an "intensive" reading program in one school. A second school reported production of a literary magazine and a pageant. Musically gifted pupils pursued this talent instead of taking a shop class. Throughout, principals placed special emphasis on the use of assigned additional teachers for facilitating or providing remedial reading instruction.

### Library

Although only three librarians were assigned and only two positions filled in the sample elementary schools, it was of interest to note that almost all principals responded to the items on libraries. Altogether ten additional library positions were assigned to all the 79 elementary schools in the program.

Designation of a school as "transitional" and assignment of various additional personnel may affect library service, changes in use and effectiveness, and variations in circulation. The sample schools provided some interesting data about library activities in the transitional community.

In only one of the responding schools did the librarian have a master's degree in library science. Teachers assigned in the two schools in this program had course work in library service and in literature.

Percentages of time devoted to library service were distributed as follows: 100 per cent - ten schools; 90 to 95 per cent - two schools; 80 to 85 per cent - two schools; 70 to 75 per cent - two schools; 40 per cent - one school.

All but two of the principals reported favorable feelings about library service in their schools. They indicated that circulation increased, that there were more books in greater varieties, that there was more pupil interest, and that there was more collaboration between the teachers and librarian. Two principals reported no change in effectiveness of service as compared with the previous year.

Six principals replied that changes in library services could be attributed to the transitional areas program. They referred to greater pupil interest and motivation due to the placement of teacher subject-matter specialists and to after-school clubs. More individualized attention to pupils was also seen as affecting demands upon the library. Only one principal cited a decline in pupil cooperation and more book losses.

With regard to actual circulation, data were available from 11 schools. One school reported a drop of approximately 25 per cent over the previous year. The others showed an increase in total circulation ranging from 5 per cent to 98 per cent. The median increase was 32.5 per cent.

One of the schools receiving a librarian reported a total circulation gain of 33 per cent; the other a gain of 98 per cent.

In the terms of the categories of the Dewey Classification system, increases were general, with the median per cent increases summarized in the table in Appendix A<sup>8</sup>.

The figures presented may not indicate a direct relationship between the assignment of a librarian in a school and a circulation increase. However, all schools reporting were in the transitional program, and all showed an increase in total circulation figures. This may warrant the conclusion, upon further intensive study, that the assignment of various additional personnel in the transitional areas program will result in greater library use

and effectiveness. The addition of more books in an existing library with no change in personnel may have much to do with producing such results.

In the junior high school sample, five of the six schools received one additional librarian. As reported by the principals, none of these five librarians had a degree in library science. All were assigned full-time. Particular training for this service ranged from "none" to ninety hours in library science. Two teachers reported thirty hours of course work and one had had a three-credit course.

Principals who received additional librarian service were unanimous in their statements regarding the effectiveness of the service. All indicated more use of the library by pupils, classes, and teachers. More actual time was available in the library, and more librarian time was available for visits to classes.

In relation to curriculum, principals pointed out that teachers were able to make better use of library materials in their subjects. Pupils undertook individual research in the library with the help of additional staff.

As a quantitative reflection of improved library function, circulation figures are shown in Appendix A<sup>9</sup>.

The data reflect, in all areas, expanded circulation and use of books. In noting the great contrast between growth in "general works," "Philosophy" and "Religion" and in the others, one may assume that books were made available which were not on hand before. It is also likely that the increased library service encouraged teachers and students to make use of the anthologies, collections, and specific items in these categories.

#### Guidance

In addition to the teaching and curricular features to be provided the

transitional schools, an important aspect was to be pupil guidance. Schools in which pupils' problems are studied, in which teachers and specialists work with individuals and groups to provide them with conditions that will promote learning or help remedy conditions that hinder it, are considered to be good schools. Thus, it may be reasonable to assume that expansion of counseling services would be a deterrent to migration of families.

Additional guidance counselors in the total group of 79 elementary schools numbered 30, or 7 per cent of all the added staff. In the 37 junior high schools, 18 guidance counselors, or 6 per cent of all additional staff were added.

Of the 13 additional guidance counselors assigned to the sample elementary schools, 9 were received. Eight of the principals receiving additional guidance counselors returned the portion of the questionnaire referring to this service. These portions were "to be completed by person-in-charge of Guidance and Counseling Service."

One replied that individual counseling was not expanded but that group counseling activities were.

The other seven reported that more children referred by teachers were being seen individually. In describing expansion of individual counseling, respondents listed more sessions individually per week, more screening for CRMD placement, and more referrals to the Bureau of Child Guidance.

Four statements indicated that children were seen in grades K through six on a weekly and monthly basis.

As to types of counseling problems encountered with the expanded service, several replies indicated "more children, same problems;" "more referrals on learning problems and on withdrawn behavior." One specified: "more learning problems seen, not just crisis cases."

Most of the schools reported no new programs as compared with the previous year, but one noted earlier screening in grades one and two.

Additional comments referring to use of counselor time included service as "resource person for teachers," "guidance in test taking" for sixth grades. Groups were formed for guidance purposes, but the greatest part of counselors' time was spent with individuals. No new group guidance projects were established by additional personnel, except for one citizenship class (register of nine).

All questionnaires reported that increased contacts between teachers and guidance counselors had resulted from transitional areas programs. Such contacts took the form of individual conferences, grade level meetings, and an inservice workshop and study group during the lunch hour.

In all cases, there were increased contacts with parents; more parents were coming to the school. In addition to individual parent conferences, five of the principals reported that workshops for parents had been organized to meet on a regular basis.

Finally, all the replies stated that, with the added guidance personnel, increased contacts had been made with out-of-school agencies for the purpose of specific follow-up of cases, for conferences, and for increased referrals.

Of the six schools in the junior high sample, five guidance counselors were assigned and replies to the questionnaire items were received from four principals.

All indicated that the additional counselor was used to expand individual counseling services, so that in each of the grades more students were reached.

Two principals reported that now different types of problems were encountered: problems related to family and social situations and those related to vocational and educational concerns. As compared with the previous year,

more "nondirective" counseling was being attempted and more referrals were being made to agencies.

Individual counseling took 100 per cent of the counselors' time in two schools, 60 per cent and 40 per cent in two others.

In the four schools reporting, group guidance was both attempted, in a ninth grade, and supported through teachers' inservice workshops. Curriculum bulletins in group guidance were being prepared to assist teachers. The amount of teachers' time spent in group guidance was reported as 15 per cent in one school and five per cent in another.

In general, group guidance was seen primarily as assistance to teachers whose work is with class groups, and more remotely as work with groups of students in the ninth grade who may need pre-high school orientation.

In three of the schools, additional counselors resulted in increased contacts with teachers in the form of help with pupil problems, help with parent conferences, and additional counselor-teacher conferences.

All schools reported increased contacts with parents. Finally, additional guidance service increased out-of-school agency contacts. More referrals were made; more follow-up was effected.

At both elementary and junior high levels, increased guidance service was seen as desirable, and the comments tended to recognize the value to pupils and to faculty.

## VI PROGRAM EVALUATION BY PRINCIPALS

Throughout this study, the evidence as to the assignment and activities of additional staff poses a need to give closer attention to the functions of the principal in the transitional area school.



It was the principal who received additional personnel and then determined the scope of their services. Assignment of teachers in art, music, or science might take the form of participation in the regular curriculum and schedule of classes, in part or totally. It might result in a kind of "detachment for enrichment," or other form of teacher assignment.

Similarly, the scope of school secretarial services was the responsibility of the principal, as was the use of the time of guidance counselors and librarians.

The principal determines and directs the ways in which additional school staff will function. He is responsible for informing and orienting the entire faculty with regard to a new school program. In addition, the principal is the primary source of information and orientation to the community and parents of the school; he is responsible to make newly developed efforts and activities promptly known to them.

Finally, the principal remains one of the key figures in the evaluation of the program that has been instituted. It is he, with his staff colleagues, who must determine from first hand experience whether the objectives of the program are being met. Professional evaluation, then, comes first from the principal and from knowledgeable teachers. The evaluation of parents may come in the form of "voting with their feet," a not-unknown phenomenon in urban communities.

For the purposes of evaluation in this study, principals were asked to respond to four questions:

1. In your opinion, is the "transitional areas schools program" an effective way of reducing the emigration of families from the neighborhood and increasing community satisfaction with its schools?

2. In your opinion, why have families left this community?
3. What changes should be made to reduce the emigration of families from transitional neighborhoods?
4. Please list any other projects or programs in your school. Briefly describe the purposes of these programs.

In response to the question, "is the program an effective way of reducing emigration and increasing community satisfaction with its schools?" (question 1), 12 elementary principals said "yes," one said a "limited yes." Four principals said "no," and three did not reply.

Of the six junior high school principals three said "yes," two said "no," and one did not reply to the question.

Comments with "yes" responses included the following:

"This is one way of increasing community satisfaction;"

"special assistance and enrichment have been given;"

the program "helps to reduce migration;"

"the community is working to secure all advantages for the children, through PTA meetings, Board of Education meetings, and meetings with the teachers."

One principal who said "yes" to the program added that "achievement levels rose and parents are pleased."

Another referred to "enrichment and increased services received with satisfaction. There was opportunity for music and corrective math and reading."

Five of the principals who answered "yes" made no comments.

Principals who responded "no" to the program commented that while migration continued there were no indicated complaints or lack of regard for the schools: "no reduced migration. No community complaints about the school;"

"community has high regard for the school; white families leaving daily."

Comments of three junior high school principals emphasized the need for "extended" programs like this one.

Responses to the second question, "why have families left this community," came in several categories. One, the influx of Negro and Puerto Rican families, was reported by ten elementary principals and three junior high school principals. Another, increased family prosperity resulting in moves to suburbs and newer housing, was given by five elementary principals and one junior high principal.

A third reason, related to fear of molestation and inadequate police protection, was stated by five principals. Two principals reported that "block busting" by realtors caused families to leave.

Additional comments referred to fears of overcrowded classes, fears of lower achievement in the schools, more behavior problems in classes, and the desire for children to attend other junior high schools.

One junior high principal replied that "none have left as yet." Another said that more families have moved in than have left.

Principals were then asked to offer recommendations for reducing emigration from the community. Their responses could be grouped in two major categories: provide excellent educational programs; and provide better community facilities.

Under the rubric of an "excellent educational program," the suggestions specified: smaller classes, more guidance services, building of new schools and repairing existing schools, teacher orientation, more ESEA teachers, parent education classes, and quick removal of serious discipline cases in classrooms.

Better community facilities were described as: better housing, more

community workers, better police protection, better recreation facilities, and encouragement of new business in the area.

Additional recommendations were that bussing be discontinued at the 50 per cent mark, that slums be removed, and that rezoning of school districts include more white families.

One principal declared the situation of emigration in the transitional areas to be a "gigantic sociological problem" and offered no further comments. Another stated that he did not know what changes could be made.

Responses of principals with regard to other projects and programs described primarily after-school clubs, tutorial, and recreational activities.

Some in-school projects included the use of parent volunteers in the classrooms, work with programmed materials and enrichment publications, tutoring of lower grade pupils by sixth graders, and the organization of classes for the intellectually gifted.

It was not clear to what extent additional personnel assigned under the transitional schools program were involved in the above activities. The implication is that additional personnel provide greater flexibility in the use of all teachers' time and such innovative projects can be organized.

As a further aspect of the key role of the principal, two questions were submitted regarding parents: "as compared with last year, have there been any changes in parents' attitudes toward the school that are reflected in their behavior? Describe. In your opinion can these changes be attributed to the Transitional Areas School Program? Comment."

Eleven of the 18 elementary principals answered "yes" to the first question as did three of the six junior high principals.

At both school levels, principals who reported change in parent attitudes

referred to more willing and available school volunteers; they observed a more constructive attitude toward the school on the part of parents; they felt that there were more effective communications between school and parents. In the latter aspect, parent organizations prepared and sent to all homes their publications and handbooks for parents. Responses of parents to calls from schools were made more readily. Principals reported that parents had been expressing their satisfaction with the schools and "bragging" about the services.

As to the second question, "could these changes be attributed to the transitional schools programs," principals in the sample schools were divided. Seven of the principals who noted change in parents' attitudes felt this was a result of the transitional schools program. The other seven did not attribute observed change in parents' attitudes to this program.

Those who linked change with the program referred in their comments to the enriched programs and to increased services. Those who saw no relationship made no response except in two cases: "too early to judge."

One may consider the ability of some principals to see cause and effect relationships in a specific program as being due to their continual contact with the total environment. They may be in constant communication with all the relevant elements in the situation for which they are responsible. They may also be anxious to provide what they consider to be "desired" answers, positive and approving, in the hope that programs they believe to be beneficial will not be withdrawn. This may hold true for any recent or current activities, transitional or other.

On the other hand, one may ascribe the response of some principals in denial of cause and effect situations to their astute powers of observation and their continual contact and communication with the total school environment.

They may see change but recognize no relationship between the program they have conducted in their school and the change.

One might summarize the apparent "conflicts of interest" herein intimated by noting that the majority of respondents noted changes. Since the sample schools were not involved in any other major programs (special service or MES), the change and the transitional program appear to be simultaneous if not indicative of a cause effect relationship. Finally, it should be apparent that while parent attitudes are evaluated by school personnel, parental behavior is significantly expressed in their migration or nonmigration. This form of evaluation will be considered in a later portion of this study.

## VII ANALYSIS OF TEACHERS' QUESTIONNAIRES

Principals' questionnaires were intended to elicit specific information about the major aspects of the program as well as observations, opinions, and evaluations. Questionnaires to teachers were intended primarily as a reflection of observation of the program at close hand and as a source of additional opinions, comments, and evaluations.

Principals were asked to supply the director of the study with the names of teachers who had been at their schools since September 1963, a period that preceded the program for approximately two years and included the program itself. It was assumed that such teachers could provide informed views and observations of the program and that they had experienced some of the features of a transitional community.

Approximately 500 questionnaires were sent to the teachers whose names were thus supplied in the 18 elementary schools and five junior high schools. Questionnaires were received from a relatively small number: 50 elementary teachers and 55 junior high teachers. The individuals responding represented

12 of the elementary schools and the five junior highs.

Although few in number, teacher responses provided a sample of observations and evaluations which could not have been ascertained otherwise. The summary of responses which follows demonstrates a unanimity of opinion on specific aspects of the program which may indeed provide a valid basis for deriving conclusions.

#### Teacher Responses

Most of the teachers returning questionnaires had classes of over 30 pupils. They experienced no change in their assignments, responsibilities, or status as a result of the program.

Asked if they observed an increase in personnel resulting from the program, most teachers said they had. Three elementary and 18 junior high teachers saw no increase in personnel. Eight elementary and four junior high teachers said they did not know.

Teachers who observed additional personnel reported them mostly in the following categories: remedial reading, library (junior high), science, mathematics, and music (elementary).

Elementary teachers stated that over 50 per cent of their pupils were involved to some extent in the program. Junior high teachers said that fewer than 25 per cent of their pupils were involved.

Most teachers responding noted that increased personnel in their schools resulted in changes in services provided to pupils.

With regard to pupil achievement, most elementary teachers reported change as a result of the program; most junior high teachers reported no change in pupil achievement.

With regard to pupil attitude toward school and education, most junior



high school teachers noted no change. Elementary teachers were equally divided as to change in pupil attitude. When noting change, program aspects which accounted for it were: remedial reading, guidance, and exposure to more teachers (elementary).

Most elementary teachers noted reductions in class size; junior high teachers were equally divided as to reduced size.

As to change in library service and use, most elementary teachers noted increased size of collections. More than half reported improved services, more library time, and improved pupil attitudes.

Most junior high teachers noted improved library services in all aspects.

Most teachers reported that IGC and SP classes were organized or extended. Junior high teachers noted special music and language classes for gifted pupils.

Teachers placed emphasis on the corrective classes in reading and mathematics, mostly on school time, with some available at after-school centers.

Most elementary teachers reported no increase in guidance personnel and no changes in services. Elementary teachers were equally divided on whether "more pupils are now involved in the guidance program."

Junior high teachers noted more guidance personnel but no increase in services or in numbers of pupils involved.

Most teachers reported no change in pupil attitudes toward guidance services.

With regard to impact of the program on parents and community, most elementary teachers felt there was some. Most junior high teachers did not believe there was any impact.

Those reporting some impact referred to parent expressions of appreciation of new services, more school-community contacts, and more interest in the

activities of the school.

In reporting no impact, some teachers referred to parents being unaware of the program, parents not interested, and lack of communication between school and community.

Teachers saw the remedial-tutorial activities as being the most effective aspects of the program in the view of parents and the community.

In answering the question "Why are middle-class families leaving the neighborhood?" teachers cited: influx of minority and low socioeconomic families, poor discipline in the school, and deteriorating housing in the community.

Most teachers did not believe the program "will be effective in stemming the tide of emigration."

Teachers at both levels tended to rate the overall effectiveness of the program as acceptable-to-good. Elementary teachers felt that the main impact of the program was accomplished through increased staff and improved services. Junior high teachers were equally divided on this question.

Most teachers reported no impact on the program through improved faculty morale and motivation.

Should the program be continued, modified, or discontinued? Most teachers recommended that the program be continued or modified with an increase and expansion of staff and services. Stress was placed upon giving more information about the program to teachers and to parents.

#### VIII ANALYSIS OF READING ACHIEVEMENT DATA

One of the major ways by which the Transitional Areas School Program proposed to reduce emigration of white middle-class pupils from schools in

borderline areas was to improve the educational program in the schools. That is, it was assumed that additional personnel and improved services would produce higher pupil achievement, which in turn would serve as impetus to stabilize the population in the neighborhood and in the school.

This section of the evaluation is designed to answer the question of whether the program produced improvement in achievement, notably in reading achievement as measured by standardized tests.

Nineteen of the 20 elementary schools and all six of the junior high schools comprising the sample of Transitional Schools selected for study, had been part of the program since its inception in September 1965; school L-K, an elementary school, was first funded in September 1966, and for the purpose of this study will be considered separately.

Although we were interested in examining longitudinal test data, some modification was made in the original evaluation design for the elementary schools. Initially, we had planned to include only those pupils who had been in the same school during the period covered by the test dates we were concerned with, and who had taken each of the tests administered during that time span. Inspection of these scores led us to believe that those pupils who met these criteria formed a very small and biased subsample of the population in the schools.

Data collection began in February and extended into June 1967; since we were interested in individual pupil test scores it was necessary to go to each of the schools to collect the appropriate scores directly from the pupils' permanent record card. The average (of word knowledge and reading) grade equivalent scores on the Metropolitan Achievement Test of Reading (MAT), administered twice a year as part of the citywide testing program, were collected for each of the pupils in grades 3-9 in the sample schools; test results

were available for most children for the school year 1965-66 (the first year of the Transitional Schools Program), 1966-67 (the second and current year of the program) and for 1964-65 (the year prior to the start of the program). Mean scores for each grade in each school were computed.

The main analysis of the elementary grades presented below is based on reading achievement grade equivalent scores of those who had been in the same Transitional School during 1965-66 and 1966-67, regardless of where they had attended school during the year prior to the start of the program. In addition, to be included in the main group, a pupil need have only one score for each of the school years. In other words, each pupil in the two-year comparison had at least (1) a reading score from either the September-October or June 1965-66 administration of the Metropolitan Reading Achievement Test, (2) a score from either the September-October or April 1966-67 administration, and (3) a score from the test administered during April of the 1964-65 school year. He may, of course, have had all five reading test scores.

An auxiliary one-year comparison will be presented based on the scores of those pupils who had been in the same elementary Transitional School for the current year only. The results for school L-K will be considered together with this group, although an important difference should be noted. While the one-year pupils were in the school for the current year, they attended schools which have been in the program for two years; school L-K, on the other hand, has completed only its first year of operation.

The data available at the junior high school level are less complete and only one comparison has been made based on the scores of students who have been in the program school since the start of the program. No preprogram (1964-65) scores were readily available for grade 8. These scores were available for the ninth grade pupils in three of the six sample schools.

Average grade equivalent scores will be presented for grades 3-6 and 7-9 for each school separately as well as for the total sample. Deviations from grade placement level will be discussed; citywide test results for each of the test dates will be summarized for each grade.

When considering the summary data, several cautions are advised. Although it is assumed that one-tenth of a grade of growth occurs during each month of the school year, the tests are usually normed only once a year and the intermediate norm values are interpolated. In addition, different forms of the test are alternated and may account for some of the differences noted. Also, different grades get different levels of the MAT and there is some question about the degree of correspondence between scores on different levels. More important, however, is the fact that the following results are longitudinal, based on a relatively stable group of pupils: there is some evidence available in the literature that suggests a positive relationship between stability of a group of students and achievement of these students. As a result generalizations about the program and pupil achievement may be affected by this relationship.

#### Reading Achievement - Elementary Schools

The current third grade pupils were tested in the first and seventh months of 1966-67, and in the first and ninth months of the 1965-66 school year when they were in the second grade in the sample Transitional Schools. The mean grade equivalent score was computed for each of the 19 schools separately and is summarized in Table 3. Included in the table are the deviations between the obtained scores and grade placement level, for each school for each test data; citywide scores are also presented. (It is important to keep in mind when comparisons are made with citywide results that the year-to-year citywide scores are not longitudinal, that is, that they are not based on the same pupil

population.)

At the beginning of the first year of the program, the current third graders (who were starting grade 2 at that time) were reading at one month better than grade level; the citywide mean score for that date was also one month above grade level. Eleven of the 19 sample elementary schools were reading at or better than grade level; school M-Q was five months advanced in reading, while schools A-M, B-M, and R-Q were achieving three months better than their grade placement level.

By April 1967 the total group of pupils tested at 4.1, four months above grade placement level, and three months better than the achievement of third graders on a citywide basis. Seventeen of the 19 schools were now reading at or above grade level, schools M-Q, P-Q, and R-Q as much as nine months. After almost two years of the program, school C-X and D-X were still performing below grade level; both started out three months retarded in reading in September 1965. While there was no change in rate of retardation for D-X, by April 1967, C-X was retarded by only two school months.

With the exception of D-X and F-X (both of which continued to achieve at the same rate), all other schools improved. That is, in comparing the amount of deviation between obtained score and normal expectancy in September 1965 and again in April 1967, there was a positive increase.

This is reflected in the total gains made between September 1965 and April 1967. During this elapsed instructional time of one year six months, the total group, on the average, gained one year and nine months; nine schools gained two or more years. Only D-X and F-X gained exactly 1.6 years during that interval. A disproportionate amount of the gain, for the total group, occurred during the six-month test interval of the second, 1966-67, program year.



TABLE 3

COMPARISON OF THE THIRD GRADE RESULTS ON THE METROPOLITAN READING  
ACHIEVEMENT TESTS, 1965-66 AND 1966-67, (SAMPLE SCHOOLS)

Grade Place- ment Norm		Average Grade Equivalent Scores				Changes in Mean Score			
		1966-67		1965-66		9/65		9/66	
		Range	Mean	Dev.	Score	Mean	Dev.	to	to
		of N	Score	Score	Score	Score	Score	4/67	6/66
A-M	81-81	3.7	3.1		2.9	2.1		+1.6	+ .8
B-M	99-104	4.5	3.5	+ .4	3.3	2.4	+ .3	+2.1	+ .9
C-X	85-87	4.3	3.2	+ .1	3.4	2.4	+ .3	+1.9	+1.0
D-X	31-35	3.5	2.7	- .4	2.6	1.8	- .3	+1.7	+ .8
E-X	82-109	3.4	2.8	- .3		1.8	- .3	+1.6	+ .6
F-X	157-156	4.2	3.0	- .1	3.2	2.1	0	+2.1	+1.1
G-X	91-122	3.7	3.0	- .1		2.1	0	+1.6	+ .7
H-K	82-83	3.1	2.9	- .2	2.9	2.0	- .1	+1.8	+ .9
I-K	181-183	4.3	3.1	0	3.2	2.2	+ .1	+2.1	+1.0
J-K	91-104	4.1	3.1	0	3.0	2.2	+ .1	+1.9	+ .8
K-K	92-96	3.9	2.9	- .2	2.8	1.9	- .2	+2.0	+ .9
L-K		3.8	3.0	- .1	2.7	2.0	- .1	+1.8	+ .7
M-Q	188-189	4.6	3.7	+ .6		2.6	+ .5	+2.0	+ .9
N-Q	114-73	3.8	3.1	0	3.2	2.0	- .1	+1.8	+1.2
O-Q	51-53	3.8	2.8	- .3	2.6	1.8	- .3	+2.0	+ .8
P-Q	132-139	4.6	3.6	+ .5	3.4	2.3	+ .2	+2.3	+1.1
Q-Q	61-82	3.9	3.2	+ .1	3.1	2.1	0	+1.8	+1.0
R-Q	51-54	4.6	3.6	+ .5	3.7	2.4	+ .3	+2.2	+1.7
S-Q	108-110	4.0	3.4	+ .3	3.3	2.2	+ .1	+1.8	+1.0
T-Q	91-97	4.3	3.4	+ .3	3.4	2.2	+ .1	+2.1	+1.3
Total									
Sample	1876-1955	4.1	3.2	+ .1	3.1	2.2	+ .1	+1.9	+1.2
Citywide*		3.8	2.9	- .2	2.9	2.0	- .1	+1.8	+ .9

\*Citywide achievement data, 1965-66 to 1966-67, are not based on the same pupil population.



The reading achievement test results for the fourth-grade pupils are summarized in Table 4 below. Included in the table are the scores for the tests administered in 1965-66 (September and June) and in 1966-67 (September and April), the deviations of the obtained scores from grade placement, and the citywide scores.

In September 1965, the total sample fourth grade group of Transitional pupils was already reading at a level one month better than grade placement and two months better than the citywide population. Eleven of the 19 schools achieved at or above grade level. Schools B-M, A-M, and M-Q, scored, in April 1965, six and seven months above the norm respectively.

By April 1967, the date of the most recent testing, 14 of the 19 elementary schools were reading at or above grade placement level of 4.7. The average grade equivalent score for A-M, and R-Q was 5.4, seven months higher than grade level; M-Q achieved at a mean level of 5.5.

During the period September 1965 to April 1967 several trends were apparent: schools A-M, F-X, H-K, I-K, M-Q, P-Q, and R-Q performed at an accelerated rate. Starting initially above grade level, by April 1967 these schools were achieving relatively even more above grade level. Schools E-X, G-X, J-K, and K-K initially achieved at or below grade level; by April 1967 they were performing at better than grade level. Both C-X and N-Q increased in rate of achievement, although by April 1967 they were still performing below grade level.

Although the average achievement for schools B-M, Q-Q, and T-Q in April 1967 was above, below, and at grade level respectively, there was no change in their rate of achievement as compared with their September 1965 mean scores. Schools D-X, and O-Q, and S-Q tended to achieve at a decelerated rate; D-X and O-Q tended to become more retarded, while S-Q lost some of its initial

TABLE 4

## COMPARISON OF THE FOURTH GRADE RESULTS ON THE METROPOLITAN READING ACHIEVEMENT TESTS, 1965-66 AND 1966-67, (SAMPLE SCHOOLS).

Grade Pl. Norm	Range of N	Average Grade Equivalent Scores						Changes in Mean Score			
		1966-67			1965-66			1965		9/65 to 9/66	
		September			June			April		to	
		Mean	Dev.	Score	Mean	Dev.	Score	Mean	Dev.	4/67	6/66 to 4/67
A-M	102-107	4.7	+7	4.1	3.9	+8	3.6	2.7	+6	+1.6	+8
B-M	97-108	5.4	+3	4.5	4.7	+4	3.6	3.3	+5	+1.8	+1.1
C-X	74-80	4.6	-1	4.3	4.3	+4	3.4	3.2	+5	+1.6	+9
D-X	29-32	4.4	-3	3.6	3.4	-5	2.7	2.6	-1	+1.9	+7
E-X	83-91	4.9	+2	4.2	4.3	+4	3.0	2.0	+5	+1.4	+8
F-X	138-119	5.0	+3	4.0	4.6*	+7	3.2	2.6	-1	+1.9	+1.3
G-X	108-117	4.8	+1	3.6	3.8	-5	3.0	3.0	+3	+1.8	+1.4
H-K	71-73	5.1	+4	4.2	4.4	+5	3.2	2.7	0	+1.8	+6
I-K	517-164	5.0	+3	4.1	4.0	+1	3.2	2.9	+2	+1.8	+1.2
J-K	127-139	4.9	+2	4.0	3.9	0	3.0	3.0	+3	+1.9	+9
K-K	74-79	4.8	+1	4.2	4.3	+4	3.1	2.9	+2	+1.7	+1.2
L-K											
M-Q	220-212	5.5	+8	4.7	4.5	+6	3.8	3.4	+7	+1.7	+8
N-Q	143-149	4.6	-1	3.7	3.9	0	2.8	2.7	0	+1.8	+1.1
O-Q	58-65	4.1	-6	3.7	3.6	-3	2.9	2.7	0	+1.2	+7
P-Q	125-123	5.2	+5	4.3	4.2	+3	3.4	3.1	+4	+1.8	+8
Q-Q	96-104	4.5	-2	3.5	3.8	-1	2.9	2.7	0	+1.6	+9
R-Q	57-59	5.4	+7	4.6	4.4	+5	3.5	3.1	+4	+1.9	+9
S-Q	121-133	4.8	+1	4.1	4.0	+1	3.3	3.0	+3	+1.5	+7
T-Q	90-93	4.7	0	4.0	4.5	+6	3.1	2.8	+1	+1.6	+1.4
Total											
Sample	1970-2047	4.9	+2	4.1	4.1	+2	3.2	3.0	+3	+1.7	+9
Citywide*		4.6	-1	3.8	3.9	0	3.0	NA	NA	+1.6	+8

\* See note, Table 3

NA (not available)

\*\* This score is based on incomplete data; only some pupils, of those that have other test scores, have a score for this date. The MAT was not widely administered in this school at this time.

advantage. These latter three schools were the only ones of the 19 in the sample that did not gain 1.6 school years in the 1.6 school year interval between September 1965 and April 1967. In general, relatively more gain was made in the September 1966 to April 1967 interval than was made between September 1965 to June 1966.

At the beginning of the current 1966-67 school year, the selected fifth grade pupils in the Transitional Schools were reading two months in advance of grade placement level; six school months later, in April 1967, the average grade equivalent score for this group was 6.3, six months above the 5.7 grade level. Sixteen of the 19 schools were reading at or above grade placement, three of them -- M-Q, P-Q, and R-Q -- by as much as one school year. These results are summarized in Table 5.

In September 1965, at the start of the program, 14 of the schools were reading at or above grade level. During the 1.6 school year interval between the September 1965 and April 1967 administration of the Metropolitan Reading Achievement Test, all schools with the exception of F-X gained at least 1.6 school years in achievement.

All schools, except for D-X which proceeded at the same rate, exhibited an increase in rate of achievement between September 1965 and April 1967. The following schools, initially above grade level, were even more above grade level in April: schools A-M, B-M, F-X, H-K, I-K, K-K, M-Q, N-Q, P-Q, R-Q, S-Q, and T-Q. Schools G-X and O-Q, below grade level in September, were still below grade level in April 1967, but were not as retarded. Schools C-X and J-K went from below to above grade level during that period, and E-X and Q-Q improved from the initial performance at grade level to achieving at better than grade level. The citywide scores also improved during that period, from two months below to grade level.

TABLE

COMPARISON OF THE FIFTH GRADE RESULTS ON THE METROPOLITAN READING ACHIEVEMENT TESTS, 1965-66 and 1966-67, (SAMPLE SCHOOLS).

Grade Pl.	Range of N	Average Grade Equivalent Scores				Changes in Mean Score			
		1966-67		1965-66		1965		1966	
		April	September	June	September	April	Mean Dev.	to 9/65	to 9/66
		Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Dev.	to 6/67	to 6/66
Norm	90-99	5.7	5.1	4.9	4.1	3.7		+1.6	+ .8
A-M	104-103	6.4	5.6	5.7	4.7	4.2	+ .5	+1.7	+1.0
B-M	76-76	6.6	5.3	5.3	4.4	4.2	+ .5	+2.2	+ .9
C-X	32-32	5.8	4.8	4.6	4.0	3.8	+ .1	+1.8	+ .6
D-X	116-127	4.7	3.4**		3.1	3.0	- .7	+1.6	+1.5
E-X	144-138	6.0	5.3	5.0	4.1	4.0	+ .3	+1.9	+ .9
F-X	106-109	6.4	5.4	3.3**	4.3	4.1	+ .4	+1.1	+1.0
G-X	70-73	5.6	4.8	4.9	3.9	3.7	0	+1.7	+1.0
H-K	188-182	6.1	5.1	5.3	4.2	4.0	+ .3	+1.9	+1.1
I-K	100-118	6.5	5.6	5.3	4.5	4.3	+ .6	+2.0	+ .8
J-K	79-75	5.8	5.0	4.9	4.0	3.9	+ .2	+1.8	+ .9
K-K		6.4	5.3	5.2	4.3	4.2	+ .5	+2.1	+ .9
L-K									
M-Q	189-174	6.8	5.7	5.5	4.7	4.4	+ .7	+2.1	+ .8
N-Q	121-123	6.1	5.1	5.7	4.2	3.8	+ .1	+1.9	+1.5
O-Q	61-61	5.4	4.3	3.1**	3.6	3.7	0	+1.8	+ .5
P-Q	144-138	6.7	5.8	5.6	4.5	4.2	+ .5	+2.2	+1.1
Q-Q	82-87	6.0	5.1	5.5	4.1	4.0	+ .3	+1.9	+1.4
R-Q	70-72	7.1	5.4	5.3	4.4	4.2	+ .5	+2.7	+ .9
S-Q	129-135	6.4	5.6	5.5	4.6	4.3	+ .8	+1.8	+1.7
T-Q	91-82	6.1	5.1	5.0	4.2	3.9	+ .2	+1.9	+ .8
Total									
Sample	1992-2004	6.3	5.3	5.2	4.3	4.1	+ .4	+2.0	+ .9
Citywide*		5.7	4.8	4.8	3.8	3.5	- .2	+1.9	+1.0

\*See note, Table 3

\*\*See note, Table 4

The achievement data for the sixth grade pupils who were in the same Transitional School for the past two years are presented in table 6. Four of the Transitional Elementary Schools, F-X, I-K, J-K, and R-Q, do not have any sixth grade classes.

In September 1965, when the current group of sixth graders were in the fifth grade they were, as a group, achieving five months in advance of grade level -- four months better than the citywide population. Twelve of the 15 schools were reading, on the average, at or better than their grade placement. By April 1967 the total group tested at 7.5, six months better than grade level of 6.7, with 12 of the 15 schools at or in advance of grade level. However, in the one year, six month interval between September 1965 and April 1967 only schools G-X, H-K, K-K, M-Q, N-Q, Q-Q, S-Q, and T-Q gained a total of 1.6 or more school years.

Schools A-M, B-M, D-X, G-X, K-K, M-Q, P-Q, Q-Q, S-Q, and T-Q were achieving at better than grade placement level in September 1965. By April 1967, A-M, B-M, D-X, G-X, K-K, M-Q, P-Q, Q-Q, S-Q, and T-Q were still above grade level, but except for five schools (G-X, K-K, Q-Q, S-Q, and T-Q) the relative rate tended to decrease.

School C-X, initially reading at grade level, was two months retarded in April 1967; for D-X the reading rate had decelerated, although in April they were still above grade placement. Schools E-X and O-Q were relatively more retarded in reading in April 1967 than they were in September 1965.

During the six month interval between the September 1966 and April 1967 administration of the Metropolitan Achievement Tests, the total sample gained six months; during the eight-month interval of the previous school year, the same pupils averaged a gain of seven months.

TABLE 6

## COMPARISON OF THE SIXTH-GRADE RESULTS ON THE METROPOLITAN READING ACHIEVEMENT TESTS, 1965-66 AND 1966-67, (SAMPLE SCHOOLS).

Range of N	Average Grade Equivalent Scores										Changes in Mean Score			
	1966-67					1965-66					1965			
	April 67					September 66					April 65			
	Mean Score	Dev.	Mean Score	Dev.	Mean Score	Mean Score	Dev.	Mean Score	Dev.	Mean Score	Mean Dev.	Score	to 4/67	to 4/67
Grade Pl.														
Norm	6.7		6.1		5.9			5.1		4.7		4.6	+1.6	+ .6
A-M	7.4	+.7	7.0	+.9	6.6	+.9		6.1	+1.0	5.6	+.9	5.3	+1.3	+ .4
B-M	7.1	+.4	6.7	+.6	6.6	+.7		5.9	+.8	5.2	+.5	4.9	+1.2	+ .4
C-X	6.5	-.2	5.9	-.2	4.9	-1.0		5.1	0	4.4	-.3	4.2	+1.4	+ .6
D-X	6.8	+.1	6.2	+.1				5.4	+.3	4.9	+.2	4.7	+1.4	+ .6
E-X	6.3	-.4	5.6	-.5	5.2	-.7		4.9	-.2	4.5	-.2	4.3	+1.4	+ .7
F-X	No Sixth Grade													
G-X	7.1	+.4	6.3	+.2	5.8	-.1		5.2	+.1	4.6	-.1	4.4	+1.9	+ .8
H-K	7.3	+.6	6.2	+.1	5.5	-.4		5.1	0	4.8	+.1	4.6	+2.2	+1.1
I-K	No Sixth Grade													
J-K	No Sixth Grade													
K-K	7.6	+.9	6.9	+.8	7.4	+1.5		5.6	+.5	5.2	+.5	4.9	+2.0	+1.8
L-K														
M-Q	8.0	+1.3	7.7	+1.6				6.4	+1.3	5.9	+1.2	5.7	+1.6	+ .3
N-Q	7.1	+.4	6.6	+.5	6.5	+.6		4.9	-.2	5.1	+.4	4.9	+2.2	+ .5
O-Q	5.7	-1.0	5.4	-.7	4.0	-1.9		4.8	-.3	4.1	-.6	3.9	+.9	+ .3
P-Q	7.9	+1.3	7.5	+1.4	7.1	+1.2		6.5	+1.4	5.6	+.9	5.4	+1.4	+ .4
Q-Q	7.0	+.3	6.1	0	5.9	0		5.3	+.2	4.7	0	4.5	+1.7	+ .9
R-Q	No Sixth Grade													
S-Q	7.6	+.9	7.0	+.9	6.7	+.8		5.9	+.8	5.4	+.7	5.2	+1.7	+ .6
T-Q	7.9	+1.2	6.7	+.6	6.8	+.9		5.6	+.5	5.2	+.5	4.9	+2.3	+1.2
Total														
Sample	7.3	+.6	6.7	+.6	6.3	+.4		5.6	+.5	5.1	+.4	4.8	+1.7	+ .6
Citywide*	6.7	0	6.1	0	5.9	0		5.2	+.1	4.4	-.3	4.2	+1.5	+ .7

\* See note, Table 3



In summary, the average grade equivalent reading scores of those pupils who have been in the same elementary Transitional Schools since September 1965 were higher than the scores of the citywide population. As of April 1967, the third grade students in about 89 per cent of the sample schools were reading at or above grade level. The total group of third grade pupils studied were achieving four months better than grade expectancy. The fourth grade results indicate that approximately 74 per cent of the schools were reading at or above grade level in April 1967; the sample students averaged two months above grade placement level and three months better than the citywide population. The fifth graders were reading at a level two months better than their grade placement in April 1967; about 74 per cent of the sample schools achieved at or higher than grade level. The sixth-grade findings were also favorable; by April 1967 the total group was reading at 7.3, six months better than their grade placement at the time of testing.

There were differences between schools; school D-X in general did not show great change. There was no relative change in improvement in the reading performance of third and fifth graders during the two program years. On the other hand, schools G-X, H-K, I-K, J-K, K-K, and R-Q, for example, showed improvement in reading performance at every grade, 3-6.

Table 7 compares the reading performance of recent arrivals, pupils who were in the sample Transitional Elementary Schools starting in September 1966 (called the "second year group"), with the performance of pupils who had been in the same schools since at least the start of the program (called the stable group). This latter group is the population described above. Also in Table 7 are the results for school L-K, which completed its first program year, and the citywide reading achievement grade equivalent mean score for 1966-67. The second year group is composed of students from all 19 sample elementary



schools.

The second year, third grade group was five months retarded in reading in September 1966, and although they were still retarded in April 1967, there was a slight decrease in amount of retardation: they were four months below the citywide mean. A similar trend is noted for the fourth graders; they were six months retarded initially, but by April 1967, they were retarded by five months. Like the third graders, the fourth-grade pupils were achieving four months below the citywide population.

Fifth grade pupils starting in the program in September 1966 were seven months below grade level. By April 1967 their relative retardation had decreased by one month, although they were still six months below grade placement, and 1.2 years below the achievement level of the stable group in the same schools. The second year, sixth-grade group had a mean score of 5.5 in September 1966, six months below grade placement and 1.2 years below the stable group. By April they were retarded by five months.

These results suggest that the Transitional Program in its second year of operation may have some positive effect on achievement (the rate of retardation for the recent arrivals was slightly improved). There is, further, some indication that (1) pupil stability may also be highly related to achievement, and/or (2) the effects of the Transitional School Program are cumulative.

#### Reading Achievement - Junior High School

The program started for the seventh graders in September 1966, when the students entered the Transitional Junior High Schools. Table 8 summarizes the average grade equivalent scores for the September 1966 and April 1967 administrations of the Metropolitan Achievement Test for each of the seventh grades in the sample schools. For five of these six schools, test results

TABLE 7

COMPARISON OF THE RESULTS OF THE METROPOLITAN READING  
ACHIEVEMENT TESTS, 1966-67, FOR THE PUPILS IN THE SAMPLE  
SCHOOLS DURING THE CURRENT YEAR

1966-67					
	April 67		September 66		Gain 9/66 to 4/67
	Mean Score	Deviation	Mean Score	Deviation	
Grade 3 Norm	3.7		3.1		+ .6
School L-K	3.5	- .2	2.7	- .4	+ .8
Second yr. group	3.4	- .3	2.6	- .5	+ .8
Citywide*	3.8	+ .1	2.9	- .2	+ .9
Stable group	4.1	+ .4	3.2	+ .1	+ .9
Grade 4 Norm	4.7		4.1		
School L-K	4.1	- .6	3.5	- .6	+ .6
Second yr. group	4.2	- .5	3.5	- .6	+ .6
Citywide*	4.6	- .1	3.8	- .3	+ .8
Stable group	4.9	+ .2	4.1	0	+ .8
Grade 5 Norm	5.7		5.1		
School L-K	4.7	-1.0	3.6	-1.5	+1.1
Second yr. group	5.1	- .6	4.4	- .7	+ .7
Citywide*	5.7	0	4.8	- .3	+ .9
Stable group	6.3	+ .6	5.3	+ .2	+1.0
Grade 6 Norm	6.7		6.1		
School L-K	6.0	- .7	4.9	-1.2	+1.1
Second yr. group	6.2	- .5	5.5	- .6	+ .7
Citywide*	6.7	0	6.1	0	+ .6
Stable group	7.3	+ .6	6.7	+ .6	+ .6

\* See note, Table 3

from the June 1966 administration were also available; at this time these pupils should have been achieving at 6.9. Actually, prior to entering junior high schools, the average grade equivalent scores of these pupils was 7.7, eight months advanced in reading achievement, while J-C-X was one month retarded; the other schools were all reading above grade level.

By September 1966 the same pupils, then in the first month of the seventh grade, generally tested at or above grade level. With the exception of J-B-X, the seventh graders were reading at between grade level and eight months above grade level. However, for most of the schools, the difference between actual and theoretical performance had decreased; the total sample was only three instructional months advanced in reading.

Further decreases, for each of the schools, were apparent by the end of the program year. At the time of the April 1967 testing, only three of the six seventh grades studied were reading at or better than grade level; even those schools, J-A-M, J-D-K, and J-E-K, were doing less well comparatively than they had been doing at the beginning of the current school year.

In the six-month period between the September and April administrations, all seventh grades did exhibit some growth, but no school gained more than five months during this period. More striking, however, is the comparison in scores between June 1966 and April 1967, an elapsed time of eight months. During this period only two seventh grades, J-C-X, and J-F-Q, made any positive gain; all other schools were performing relatively less well after the program than they had been during the year prior to the start of the program. It is interesting to note that J-C-X and J-F-Q were the schools reading below and slightly above -- but close to -- grade level in June 1966; the other schools were more advanced at that time.

TABLE 8

COMPARISON OF THE SEVENTH GRADE RESULTS ON THE METROPOLITAN READING  
ACHIEVEMENT TESTS, 1965-66 AND 1966-67,  
(JUNIOR HIGH SAMPLE SCHOOLS)

		Average Grade Equivalent Scores			Changes in Mean Score	
		1966-67		1966	9/66 to 4/67	6/66 to 4/67
		April 67	September 67	June		
Grade Place- ment Level	Range of N	Mean Score	Mean Score	Mean Score		
J-A-M	124-398	7.7	7.1	6.9	+ .6	+ .8
J-B-X	225-228**	8.3	7.9	9.7	+ .4	- 1.4
J-C-X	185-309	6.3	6.2	6.8	+ .1	+ .5
J-D-K	169-378	7.3	7.3	7.8	0	- .1
J-E-K	168-369	7.7	7.4	8.2	+ .3	- .1
J-F-Q	232-298	7.9	7.7	7.1	+ .2	+ .5
Total Sample	878-1980	7.6	7.4	7.7	+ .2	+ .6
Citywide*		7.6	6.8	7.0	+ .8	+ .6

\* See note, Table 3

\*\* 10/66 to 4/67.

Citywide achievement test scores were available for June 1966, September 1966, and April 1967, and are summarized in Table 8. The seventh-grade classes in the sample Transitional Junior High Schools compare favorably with the citywide results. Of course, the citywide scores are not longitudinal, and there is strong reason to believe that the less mobile students who took most of the tests (in our sample) would achieve at a somewhat higher level. The sample seventh graders in September were not only reading three months in advance of grade level, but were six months more advanced than the seventh grade pupils in the city; however, this initial lead was lost during the year and by April all were reading at one month below grade level. During this interval of six months in which the program was operative, citywide pupils made gains of eight months, as compared with the already-noted gain of only two months for the sample schools.

The eighth-grade students had been in the program since September 1965, the entire span of their junior high school experience. Beginning and end-year reading achievement test scores were available for the first year of the program (1965-66) when the current eighth graders were in grade 7 in the Transitional Junior High Schools, and for the current 1966-67 school year. The average grade equivalent reading scores for each of the test dates for each of the schools separately are summarized in Table 9. Note that no preprogram scores were collected for these groups of students.

The MAT was administered in the first (8.1) and seventh (8.7) months of the 1966-67 year. In September 1966, the sample schools averaged one month below grade placement level, although four of the six schools were reading at or better than grade level. By April 1967, only one school (J-A-M) was reading at better than grade level -- the total group was five months retarded in reading; with the exception of J-A-M, all schools performed relatively more

TABLE 9

COMPARISON OF THE EIGHTH-GRADE RESULTS ON THE METROPOLITAN READING  
ACHIEVEMENT TESTS, 1965-66 AND 1966-67  
(JUNIOR HIGH SAMPLE SCHOOLS)

		Average Grade Equivalent Scores			Changes in Mean Score		
		1966-67		1965-66			
		April 67	September 65	June 65	September 66	9/65 to 4/67	9/65 to 9/66
Grade Pl. Level	Range of N	Mean Score	Dev. Score	Mean Score	Dev. Score	Mean Score	to 6/66
		8.7		8.1		7.1	+1.6 +.8 +.6
J-A-M	297-358	8.8	+1	8.1	0	7.4	+1.4 +.1 +.7
J-B-X	328-361	7.5	-1.2	7.7	-2.0	6.5	+1.0 -.6 -.2
J-C-X	310-307	8.3	-.4	8.2	+1	7.0	+1.3 +.1 +.1
J-D-K	281-300	8.5	-.2	8.2	+1	7.0	+1.5 +.9 +.3
J-E-K	399-430	8.1	-.6	7.8	-.3	6.9	+1.2 +.1 +.3
J-F-Q	215-248	8.3	-.4	8.1	0	6.9	+1.4 +.1 +.2
Total Sample	1830-2004	8.2	-.5	8.0	-.1	6.9	+1.3 +.4 +.1
Citywide*		8.2	-.5	8.1	0	7.1	+1.1 +.4 +.1

\* See note, Table 3

\*\* See explanation, Table 4

poorly at the end of the year than they had at the beginning of the year. School J-B-X, for example, had begun the year four months below grade level, but was one year two months below grade by April 1967.

The results for the same children during the previous year, the first year of the program, were similar. In September 1965 the pupils were two months retarded in reading, and by the end of the first year they averaged six months below grade level norms. At the end of that year, only pupils in J-D-K were reading at grade level.

One year and six months elapsed between the initial testing in September 1965 and the final end-year testing in April 1967. During that span, each of the sample schools gained at least one year in reading; school J-D-K gained one year and four months. The average gain was one year, three months. Relatively more of the gain seemed to occur during the first year of the program.

Citywide, the growth between September 1965 and April 1967 was one year, one month -- two months less gain than that of the sample pupils. Initially, the citywide mean achievement score was two school months higher than the September 1966 score for the Transitional Sample; the two-month difference was maintained in the June 1966 testing, but by September 1966 the difference had been reduced to one month. In April 1967 both the sample eighth graders and the citywide eighth graders were reading five months below grade placement level.

In September 1966, beginning ninth-grade pupils who had been in the Transitional Junior High Schools the previous year were reading, on the average, one month above grade level; for four of the six schools, the mean level of reading achievement ranged from grade level to five months better than grade level. By April 1967 only the two most advanced schools, J-D-K and J-F-Q, were reading at or above grade level respectively; the total group of ninth



graders averaged three months below grade placement. See Table 10.

During the 1965-66 year when the current ninth graders were in grade 8, they tested at three months in advance of grade placement level in September 1965 and were still, on the average, two months advanced in May 1966. School J-A-M, starting out at grade level, made an average gain of one year four months during the seven month interval. J-D-K and J-F-Q were above grade level in reading achievement in May 1966.

During the one year six month interval between September 1965 and April 1967, all schools (data available for five) made positive gains, but not equal to the elapsed time. In that time span, school J-B-X gained only eight months. For the total group there was an average growth of one year. Six months of gain occurred during the interval (seven months) between September 1965 and May 1966, as compared with two months between the six month interval, September 1966 to April 1967.

During the time period September 1965 to April 1967 the ninth graders in the sample and the citywide ninth graders gained one school year in reading achievement, from 8.4 to 9.4 for the Transitional pupils and from 8.1 to 9.1 for the citywide. At the September 1965, May 1966, and September 1966 administrations of the MAT, the sample ninth-grade pupils were not only reading at better than grade level, but were more advanced than the ninth graders citywide. By April 1967 the ninth-grade students in the Transitional Junior High Schools were no longer achieving at grade placement level, but their achievement remained superior to the citywide performance.

In summary, the results for the Junior High Schools in the sample were not favorable. Not only were the pupils in grades 7, 8, and 9 retarded in reading in April 1967, but they were relatively more retarded than they had been at the beginning of the 1966-67 school year.

TABLE 10

COMPARISON OF THE NINTH GRADE RESULTS ON THE METROPOLITAN READING  
ACHIEVEMENT TESTS, 1965-66 AND 1966-67  
(JUNIOR HIGH SAMPLE SCHOOLS)

		Average Grade Equivalent Scores				Changes in Mean Score			
Grade Place.	Range of N	1966-67		1965-66		1965		9/65 to 9/66	
		April 67	September 67	April 66	September 66	April 65	September 65	4/67 to 6/66	9/66 to 4/67
		Mean Score	Dev. Score	Mean Score	Dev. Score	Mean Score	Dev. Score	Mean Score	Dev. Score
J-A-M	274-389	9.7	-0.4	9.1	8.8	8.1	7.4	+1.6	+0.6
J-B-X	232-481	9.3	-0.7	8.0	9.5	8.1	7.4	+1.2	+0.3
J-C-X	353-344	9.0	-0.2	8.9	-0.2	8.2	0	+0.8	+0.1
J-D-K	141-462	9.5	0	9.3	8.6	8.0	+1.0	+1.5	+0.2
J-E-K	403-446	9.7	-0.3	9.6	9.7	9.1	8.4	+0.6	+0.2
J-F-Q	326-324	9.4	+0.1	9.1	8.8	8.7	7.3	+1.1	+0.5
Total		9.8	+0.4	9.5	8.9	8.7	7.3	+1.1	+0.5
Sample	1326-2446	9.4	-0.3	9.2	9.0	8.4	7.6	+1.0	+0.2
City- wide*		9.1	-0.6	8.9	8.2	8.1	7.1	+1.0	+0.2

\* See note, Table 3.

## IX ANALYSIS OF ETHNIC DATA

Ethnic data were collected for all schools designated as transitional areas schools, as noted earlier in this report. From these data, for October 1965, selection of the sample schools was made.

Additional data were obtained for the sample schools for October 1964 and October 1966.

Since the primary objective of the transitional schools program was to maintain community stability, ethnic composition in school enrollment would tend to demonstrate the status of the community.

Although, in the elementary group, a decline was seen in total enrollment (Tables 11, 12, 13,) this was accompanied by an increase in Puerto Rican and Negro pupils year by year.

The greatest increase in enrollment for the Puerto Rican population occurred in the 1964-1965 year. This was, for 18 sample schools, a gain of 19.6 per cent. The increase for this group in the following year, 1965-1966, was much more moderate, 1.2 per cent.

In three of the schools, an overall decrease was found in per cent of enrollment of Puerto Rican pupils from 1964 to 1966.

As a percentage of school populations, the Puerto Rican population ranged from one per cent to 23 per cent in 18 sample elementary schools in October 1964. The median per cent of school population was 7 per cent.

In October 1965, the range for Puerto Rican pupils went from 2 per cent to 31 per cent in the 20 sample schools, with the median at 8.5 per cent.

The range of Puerto Rican enrollment in October 1966 was from 1 per cent to 33 per cent in the 20 schools, with the median per cent of school population at nine.

TABLE 11

## ELEMENTARY SCHOOLS: ETHNIC DATA: PUERTO RICAN

School	October 1964		October 1965		64-65 Per Cent Change	October		65-66 Per Cent Change
	N	%	N	%		N	%	
A - M	220	19	162	14	-27	153	14	- 6
B - M	160	14	163	14	+ 2	201	16	+23
C - X	121	14	172	20	+42	269	27	+56
D - X	156	15	235	20	+51	298	25	+27
E - X	257	23	342	31	+33	374	16	+ 9
F - X	228	18	260	19	+14	255	21	- 2
G - X	114	13	144	14	+26	195	17	+35
H - K	74	7	85	10	+15	48	6	-44
I - K	38	2	56	4	+48	105	7	+88
J - K	63	1	57	5	-10	75	6	+32
K - K	69	7	58	6	-16	113	10	+95
L - K	New		281	31	New	407	33	+45
M - Q	8	1	40	2	+400	7	1	-83
N - Q	142	10	207	15	+46	192	14	- 7
O - Q	21	3	28	4	+33	26	3	- 7
P - Q	New		79	7	New	63	5	-20
Q - Q	59	5	55	4	- 7	94	8	+71
R - Q	19	3	18	3	- 5	24	5	+33
S - Q	62	4	103	7	+66	85	7	-17
T - Q	74	7	71	6	- 4	64	7	-10
Total Sample	1885		2616		+20	2648		+1

TABLE 12

## ELEMENTARY SCHOOLS: ETHNIC DATA: NEGRO

School	October 1964		October 1965		'64-65 Per Cent Change	October 1966		'65-66 Per Cent Change
	N	%	N	%		N	%	
A - M	104	9	271	24	+161	257	24	- 5
B - M	225	20	295	25	+31	307	24	+ 4
C - X	258	30	322	37	+25	440	44	+37
D - X	344	32	409	34	+19	482	40	+18
E - X	264	24	293	26	+11	356	31	+22
F - X	375	30	409	34	+19	482	40	+18
G - X	366	43	465	45	+27	515	45	+11
H - K	445	44	368	44	-17	469	55	+27
I - K	497	29	554	38	+11	664	43	+20
J - K	351	40	387	35	+10	427	36	+10
K - K	500	50	507	57	+ 1	736	67	+45
L - K	New		265	29	New	335	28	+26
M - Q	309	25	694	41	+125	773	44	+13
N - Q	392	27	382	27	- 3	482	34	+26
O - Q	325	42	397	55	+22	475	64	+20
P - Q	New		555	47	New	614	51	+11
Q - Q	390	31	448	35	+15	454	40	+ 1
R - Q	354	52	320	54	-10	277	60	-13
S - Q	723	51	837	54	+16	706	55	-16
T - Q	483	44	460	41	- 5	378	39	-18
Total Sample	6705		8638		+17	9493		+10

TABLE 13  
ELEMENTARY SCHOOLS: ETHNIC DATA: OTHER

School	October 1964		October 1965		'64-65 Per Cent Change	October 1966		'65-66 Per Cent Change
	N	%	N	%		N	%	
A - M	835	72	703	62	-16	673	62	- 4
B - M	728	65	700	60	- 4	771	60	+10
C - X	477	56	375	43	-21	286	29	-24
D - X	565	53	544	46	- 4	411	35	-24
E - X	586	53	483	43	-18	414	36	-14
F - X	636	51	693	51	+9	596	50	-14
G - X	379	44	431	41	+14	426	38	- 1
H - K	500	49	377	45	-25	342	40	- 9
I - K	1157	68	860	59	-26	762	50	-11
J - K	781	60	677	60	-13	679	57	0
K - K	436	43	328	37	-25	257	23	-22
L - K	New		371	40	New	473	39	+27
M - Q	908	74	951	56	+ 5	979	56	+ 3
N - Q	924	63	825	58	-11	736	52	-11
O - Q	427	55	297	41	-30	245	33	-18
P - Q	New		538	46	New	528	44	- 2
Q - Q	813	64	781	61	- 4	600	52	-23
R - Q	312	46	252	43	-19	166	36	-34
S - Q	621	44	613	39	- 1	497	39	-19
T - Q	540	49	581	52	+ 8	527	54	- 9
Total Sample	20,625		11,380		-50	10,368		- 9

It would appear, therefore, that for the schools in this sample, selected because they were nonsegregated, Puerto Rican pupils tend to represent a growing but small proportion of the school enrollment.

The Negro population has increased consistently in the total sample of 20 schools, gaining 16.5 per cent in the 1964-65 period and 9.8 per cent in the 1965-66 period.

An overall decrease in the percentage of Negro pupils enrolled was found in four schools during the 1964-1966 period.

As a percentage of school enrollments, the Negro population ranged from nine per cent to 52 per cent in October 1964. The median percentage for the 18 schools was 31.5 per cent of enrollment.

In October 1965, the range of Negro pupils enrolled in 20 schools was from 24 per cent to 57 per cent. The median was 37.5 per cent.

One year later, in October 1966, the Negro population in the 20 schools ranged from 24 per cent to 67 per cent, with the median at 41.5 per cent of enrollment.

As compared with the enrollment of Puerto Rican pupils, the Negro population data for the period under consideration show a continual, more rapid rise. In half of the sample schools, while the Puerto Rican population went from seven to nine per cent of enrollment, the Negro pupils increased from 31.5 per cent to 41.5 per cent of school enrollment.

The school population of "others" showed a consistent decline during the same period. For 18 sample schools, from 1964 to 1965, this group decreased 49.2 per cent.

The following year, in October 1966, data showed a drop of 8.8 per cent of enrollment in the 20 sample schools.

An increase in per cent of others enrolled in the three-year period was



found in one of the sample elementary schools. This did not represent an overall numerical gain, but was accompanied by a numerical decrease in the Negro and Puerto Rican population.

In October 1964, the range of others enrolled in 18 schools was from 43 per cent of total registration in one school to 74 per cent. The median at that time was 54 per cent.

The range of others enrolled in the 20 sample schools in October 1965 was from 37 per cent to 62 per cent. The median was 47 per cent.

In October 1966, the range of enrollment of others in these schools was from 23 per cent to 62 per cent. The median was 47 per cent.

With regard to the October 1966 data, it is interesting to note that the number of schools showing fewer than 37 per cent others enrolled rose from none in 1965 to six.

Of further interest is what may appear to be a stabilization of increase in Puerto Rican population in the past two years and a smaller rate of decrease in the population of others in the same period. The effects of the program have thus far been accompanied by one sharp movement of others away (in 1965) and a more moderate, but continuing movement thereafter.

For the sample elementary schools, the operation of a transitional schools program has not resulted in nonmigration of "others" in the ethnic distribution. Data for October 1967 will yield further evidence as to developments in the ethnic patterns of these communities.

At the junior high school level, Tables 14, 15, and 16 indicate the data collected and trends in ethnic distribution of school populations.

The six sample schools enrolled a Puerto Rican population which showed an overall decrease, yet in five of the six schools the percentage rose or remained steady from 1964 to 1966.

TABLE 14

## JUNIOR HIGH SCHOOLS (SAMPLE): ETHNIC DATA: PUERTO RICAN

School	October 1964		October 1965		64-65 Per Cent Change	October 1966		65-66 Per Cent Change
	N	%	N	%		N	%	
J - A - M	617	28	645	31	+ 5	486	28	-25
J - B - X	601	30	595	33	- 1	595	37	0
J - C - X	605	42	287	17	-53	177	12	-38
J - D - K	60	3	72	4	+20	112	7	+56
J - E - K	300	14	323	15	+ 8	321	18	- 1
J - F - Q	20	2	70	6	+250	89	7	+31
Total Sample	2203		1992		-10	1780		-11

TABLE 15

## JUNIOR HIGH SCHOOLS (SAMPLE): ETHNIC DATA: NEGRO

School	October 1964		October 1965		64-65 Per Cent Change	October 1966		65-66 Per Cent Change
	N	%	N	%		N	%	
J - A - M	543	25	542	26	0	396	22	-27
J - B - X	543	27	482	27	-11	459	29	- 5
J - C - X	364	25	548	33	+51	566	38	+ 3
J - D - K	551	29	672	37	+22	678	41	+ 1
J - E - K	224	10	232	11	+ 4	252	14	+ 9
J - F - Q	274	22	235	19	-14	309	24	+31
Total Sample	2499		2711		+ 8	2660		- 2

TABLE 16

JUNIOR HIGH SCHOOLS (SAMPLE): ETHNIC DATA: OTHER

School	October 1964		October 1965		'64-65 Per Cent Change	October 1966		'65-66 Per Cent Change
	N	%	N	%		N	%	
J - A - M	1023	47	901	43	-12	884	50	- 2
J - B - M	888	44	730	40	-18	552	34	-24
J - C - X	486	33	845	50	+74	737	50	-13
J - D - K	1275	68	1064	59	-17	861	52	-19
J - E - K	1626	76	1529	73	- 6	1202	68	-21
J - F - Q	963	77	947	76	- 2	909	70	- 4
Total Sample	6361		6016		- 5	5145		-14

Numerically, therefore, the Puerto Rican enrollment in these schools dropped 9.5 per cent from October 1964 to October 1965. It continued to decrease another 10.6 per cent by October 1966.

For individual junior high schools, Puerto Rican enrollment ranged in October 1964 from 2 per cent to 42 per cent. The median was 21 per cent.

In October 1965, the range for Puerto Rican pupils was from 4 per cent to 33 per cent. At this time, the median was 16 per cent.

The range in October 1966 was from 7 per cent to 37 per cent. The median was 15 per cent.

The Negro population tended to increase steadily in overall enrollment and within each of the sample junior high schools.

The increase in total population of Negro pupils was 8 per cent in October 1965 over the October 1964 figures. The data in October 1966 show a decrease of 2 per cent.

In the six sample junior highs, Negroes represented from 10 per cent to 29 per cent of school enrollments in October 1964. The median was 25 per cent.

In October 1965, the range of Negro enrollment was from 11 per cent to 37 per cent, with a median of 26.5 per cent.

The range of Negro enrollment in October 1966 was from 14 per cent to 41 per cent and the median was 26.5 per cent.

Total enrollment of others showed a decrease in the 1964-1966 period. In October 1965, there was a drop of 5 per cent of others in the school population. There was then a decrease of 14 per cent in enrollment of others by October 1966.

The range of proportionate enrollment of others in the six sample schools in October 1964 was from 33 per cent to 77 per cent. The median was 57.5 per cent.

In October 1965, others ranged from 40 per cent to 76 per cent of enrollment. The median was 54.5 per cent.

Enrollment of others in the sample junior highs in October 1966 ranged from 34 per cent to 70 per cent, with a median of 51 per cent.

As is seen from the changes in ethnic distribution, the Negro population and percentages in individual elementary schools tended to rise. In 1965, the gains were in 14 elementary schools, decreases in four. In 1966, gains were in 15, decreases in five.

For the Puerto Rican population there were increases in 12 schools, decreases in six, in 1965. In 1966, gains were in 11, decreases in nine.

For others, 1965 enrollment decreased in 14 schools and went up in four. In 1966, decreases were in 16 schools, increases in four.

In the junior high sample, Negro enrollments were up in three schools, down in three in 1965. In 1966, they rose in four schools and decreased in two.

Puerto Rican enrollment in 1965 went up in four schools and down in two. In 1965, they fell in three schools, dropped in two, and remained unchanged in one.

Enrollment of others in the junior highs went down in five schools in 1965 and up in one. In 1966, they dropped in all six schools.

The foregoing data indicate that emigration of others has not diminished in the sample transitional schools. One might assume that the sample, containing relatively high enrollment of others which then decreased, would not be unlike all the schools in the program.

It is, therefore, unlikely that at this time the program has had the effect of reducing migration-out of one ethnic group. On the other hand, it is a dubious

supposition that the in-migration of other ethnic groups has been due to the features of the transitional schools program. A more reasonable consideration could be given to the continuing pattern of population shifts and movements within the metropolitan community.

#### X. SUMMARY AND RECOMMENDATIONS

The program under review is titled: "A Special Enrichment Program of Quality Integrated Education for Schools in Transitional Areas." Its major concern is for schools in communities which are "in process of social and economic transition," and its goals are to contribute to community stability through increased specialized services to meet individual pupil's needs.

The program provides additional teaching and non-teaching staff so that specific services of corrective reading, counseling, special classes, and reduced class size may be provided. The program description included better equipped libraries, but no funds were included for books or materials although librarians were designated for assignment as additional personnel. Similarly, after-school study centers were listed as a feature of the program, but no funds were designated nor personnel assigned for this activity under this program.

Although the program functions in 79 elementary and 37 junior high schools, it was noted that many were already designated as special service schools and many could not easily be considered "transitional."

Migration had already produced an imbalance of ethnic groups in many schools so as to render that designation invalid.

A sample of 20 elementary schools and six junior high schools was selected where no other programs (such as "special service") were operating and where ethnic groups included 35 per cent or more of "others."

It was decided to concentrate in this study upon the types and uses of specialist services, the changes in ethnic groupings, the changes in pupils' achievement, and the views of professional staff about the effectiveness of the program.

Questionnaires were sent to the principals and to teachers of long service in the sample schools. Data were collected from these questionnaires which indicated that principals and teachers tend to view programs differently. It was evident that some teachers failed to view the program at all; they did not know it existed in their school.

Principals said they were pleased with the assignment of new personnel and reported that they had assigned teacher-specialists to programs of remedial reading, of enrichment work in art and music, and of teacher training in their schools.

They reported organizing a small number of classes for gifted children and many groups for improvement in reading and coaching in mathematics. Almost all the principals specified that they had received favorable comments from parents about the additional services. They stated that parents showed greater interest and cooperation regarding school matters.

Nevertheless, principals did not feel this program would be effective in reducing migration of middle-class families from their communities. They ascribed migration to the influx of minority group families, to increased delinquency in the area, and to the desire for better housing. On the whole, they called for continuation of this program, seeing it as an improvement in school services for those enrolled.

Teachers who answered the questionnaire tended to agree with principals in their evaluation of the program's effectiveness, and they stated similar



causes for the migrations in their communities. They, too, recommended that the program be continued, increased, and expanded, with special stress upon informing teachers and parents about the program.

Teachers who reported commented favorably upon increased library services, more remedial classes, and some enrichment opportunities in music and art. More elementary teachers than junior high teachers noted a positive impact of the program on parents. Teachers in the sample schools were aware that guidance counselors had been added, but they were divided in reporting more guidance service to pupils.

Data on ethnic groups in the schools were obtained from the Board of Education in reports of October 1964, October 1965, and October 1966. In the twenty sample elementary schools, Puerto Rican population increased 20 per cent from 1964 to 1965 and gained 1 per cent more from 1965 to 1966.

Negro population in the twenty elementary schools rose 17 per cent from 1964 to 1965 and then rose 10 per cent more from 1965 to 1966.

"Others" in the 20 elementary schools dropped 50 per cent from 1964 to 1965 and then dropped 9 per cent more from 1965 to 1966.

In the six sample junior high schools, Puerto Rican enrollment dropped 10 per cent and then 11 per cent in the period studied.

Negro population in the six schools went up 8 per cent from 1964 to 1965, then dropped 2 per cent from 1965 to 1966.

"Others" in the six junior high schools decreased 5 per cent in the first period and 14 per cent by 1966.

The trend reflects emigration of "others" in all the sample schools and an increase of Negro and Puerto Rican pupils in the sample elementary schools. A decreasing register is also seen in the sample junior high group.

Achievement scores in reading were studied for pupils who had been tested prior to the program either in the sample schools or elsewhere, and who were enrolled continuously in the sample school, so as to determine effects of the program upon achievement.

Test results in reading achievement tended to be favorable for pupils in grades 3, 4, 5, and 6, who had been in the transitional schools for one or two years of the program. Mean achievement was generally above grade and above citywide norms. Trends for the most part were toward greater achievement above grade as the time in the program increased.

The results for the junior high schools in the sample were not favorable. Not only were pupils in grades 7, 8, and 9 retarded in reading in April 1967, but they were relatively more retarded than they had been at the start of the program.

In this study, data from the sample schools indicate that school personnel (principals and teachers) approve the program but do not believe it will be effective in maintaining integrated, stable communities.

While school populations have been changing, mean reading scores of stable pupils in the sample elementary schools appeared to improve during the operation of the program. In the junior high sample, trends were lower.

In view of the data and analyses made in this study, I would make the following recommendations:

- a. This program should be continued in specifically defined elementary schools in transitional areas.
- b. Emphasis should be increased and placed on personnel and services for remedial reading.

- c. A further emphasis should be placed upon libraries, enrichment, and guidance activities.
- d. Administrative assignments should be limited to those specifically designated for teacher training and support.
- e. All teachers should be fully informed about the program and be involved in planning the specific services to be placed in each school.
- f. Parents and community people should be fully informed and made aware of the program from the inception of planning. Involvement with faculties of the schools in planning is recommended.



# APPENDIX A

TABLE A1  
POSITIONS IN TRANSITIONAL AREAS PROGRAM

Staff Members	79 Elementary Schools	37 Junior High
Teacher	358	166
Teacher aide	5	37
Librarian	10	28
Supervision-Administration	7	16
Clerical	50	40
Counseling, Psychologists, or Testing	30	18
Other	0	19
TOTALS	460	324

TABLE A2  
SAMPLE TRANSITIONAL ELEMENTARY SCHOOLS.  
ETHNIC DATA, OCTOBER 1965

School	Per cent of "Others"
A - M	62
B - M	60
C - A	43
D - X	46
E - X	43
F - X	51
G - X	41
H - K	45
I - K	59
J - K	60
K - K	37
L - K	40
M - Q	56
N - Q	58
O - Q	41
P - Q	46
Q - Q	61
R - Q	43
S - Q	39
T - Q	52

TABLE A3  
SAMPLE TRANSITIONAL JUNIOR HIGH SCHOOLS  
ETHNIC DATA, OCTOBER 1965

School	Per Cent of "Others"
J-A-M	42
J-B-X	40
J-C-X	50
J-D-K	59
J-E-K	73
J-F-Q	76



TABLE A4

## TOTAL ADDITIONAL STAFF AND SERVICES: ELEMENTARY

Schools	Sch. Secy	Asst. to Prin.	Guid. Couns.	N.E. Coord.	Citiz. Class	Libr.	Aux. Tchr.	Reduce Class Size	Jr. Guid	Corr. Read	Health Educ.	Art Mus	Sci. Rd. Imp.
79	50	7	30	1	14	10	4	93	15	78	36	27	34
Per Cent of Total	11	2	7	-	3	2	1	20	3	17	8	6	7

TOTAL ESEA POSITIONS: 455

TABLE A5

## TOTAL ADDITIONAL STAFF AND SERVICES: JUNIOR HIGH

Schools	School Secy.	Guidance Counselor	Demo. Teacher or Dept. Chairman	Lab Asst.	Library	Corr. Reading	Career Guid.	Class Size	Prep. Period
37	40	18	16	19	28	18	43	61	44
Per Cent of Total	14	6	6	7	10	6	15	21	15

TOTAL ESEA POSITIONS: 287

TABLE A 6  
ELEMENTARY SCHOOLS: SPECIAL CLASSES

Activity	Positions Filled	Number of Schools	Number of Classes	Classes in Grades					
				1	2	3	4	5	6
Creative Writing		1	3		1	1	1		
Art	6	8	132	9	20	26	34	33	19
Music	7.4	7	90	12	11	14	17	19	17
Science Classes	10	4	35		6	8	7	10	4
Mathematics		1	24			4	7	7	6
Dance		1	18	1	8	8		1	
Remedial Reading	18	9	groups	74	(pupils) 254	226	185	141	120
Language arts Coaching		2	groups	12	18	19	4		
Non-English		2	2	26	in all grades				
Science Club		1	1				10	10	
I.G.C.		1	3				27	27	33

TABLE A7

## JUNIOR HIGH SCHOOLS: SPECIAL CLASSES AND CLUBS

Activity	Number of Schools	Grades (students involved)		
		7	8	9
Creative Writing	2	30	30	60
Art	1	30	30	30
Music	2	250	330	200
Remedial Reading	5	685	556	427
Math Club	1			18
Human Relations Club	1	20	19	21
Future Teachers Club	1			40

TABLE A8  
ELEMENTARY SCHOOLS: LIBRARY CIRCULATION INCREASE

Dewey Classification	Median Per cent Increase	No. of Schools Reporting
000 General Works	43	7
100 Philosophy	17	7
200 Religion	42	8
300 Social Sciences	62	8
400 Linguistics	69	8
500 Pure Science	40	7
600 Applied Science	35	7
700 Arts and Recreation	38	7
800 Literature	24	7
900 History	41	7
Total circulation increase: (includes fiction & biography)	32	11

TABLE A9

## JUNIOR HIGH SCHOOLS: LIBRARY CIRCULATION INCREASE

Dewey Classification	Median Per cent Increase	No. of Schools Reporting
000 General Works	400	1
100 Philosophy	300	3
200 Religion	164	3
300 Social Sciences	90	4
400 Linguistics	20	3
500 Pure Science	23	4
600 Applied Science	37	4
700 Arts and Recreation	76	4
800 Literature	43	4
900 History	70	4
Total circulation increase: (includes fiction & biography)	24	5

Appendix B - INSTRUMENTS

A SPECIAL ENRICHMENT PROGRAM OF QUALITY INTEGRATED EDUCATION  
FOR SCHOOLS IN TRANSITIONAL AREAS

List of Instruments

Letter of Introduction	B1
Principal Questionnaire, Elementary	B2
Principal Questionnaire, Junior High	B16
Teacher Questionnaire	B30





CENTER FOR URBAN EDUCATION  
Educational Practices Division  
33 West 42 Street  
New York, N. Y.

February 15, 1967

TRANSITIONAL AREAS PROGRAM  
TITLE I EVALUATIONS  
EVALUATION RESEARCH DIRECTOR: Dr. Nathan Kravetz

Dear \_\_\_\_\_:

Under contract with the Board of Education, the CENTER FOR URBAN EDUCATION is undertaking at this time further, more intensive study of the E. and S. A. Title I activity, the Transitional Schools Program.

Dr. Donovan has given authorization for this work in General Circular No. 6, 1966-67, of the Board of Education.

Your school has been selected as one of a sample of Transitional Schools for this phase of the study. The research design includes a study of achievement of a sample of the pupils, analysis of additional personnel services assigned, a mobility study, review of ethnic variations, and other factors.

The enclosed questionnaire is one which I hope you will complete fully and return as soon as possible in the enclosed envelope.

Within a short time, you will be visited by research staff personnel who will collect sample data of achievement from pupil records. They will be working quickly and efficiently, and without any interference in the operations of the school.

Your cooperation is sincerely requested in order that this study may be conducted objectively and under the best possible conditions.

Yours truly,

Nathan Kravetz

## Questionnaire (principal) Page 1

Principal, P. S. \_\_\_\_\_

Dear

Under the provisions of the Elementary and Secondary Education Act, Title I, your school was granted additional staff and services for the current 1966-67 academic year in order to enrich the educational program and thereby meet the individual needs of pupils in this transitional community. The number and types of additional staff members assigned to your school under the program are listed below.

Please indicate which of the additional positions you actually received as an official position allowance (Number Received), and those you were able to fill (Number Filled). In addition, for the filled positions, please include the license held and the years of experience under that license.

Additional Staff	Number Assigned	Number Received	Number Filled	Date Filled	License Held	Years Experience
School Secretary						
Asst. to Principal						
Guidance Counselor						
N. E. Coordinator						
Citizenship Class Tea.						
Librarian						
Auxiliary Teacher						
Reduce Class Size						
Junior Guidance						
Corrective Reading						
Health Education						
Art						
Music						
Science						
Reading Improvement						

TOTAL  
POSITIONS

## Questionnaire (principal) Page 2

GENERAL ACTIVITIES- (This section to be completed by Principal or Assistant)

1. If you did not receive all the positions, please indicate briefly why these positions were not filled. (If more space is needed, use back of page.)
2. For each of the filled positions describe the major activities being performed and the amount of time allotted to these services. Be sure to include the approximate numbers of pupils receiving these services and the grade levels of the pupils involved.

Position	Major Activities	Hours per Week	Children served per grade					
			1	2	3	4	5	6
School Secretary								
Assistant to Principal								
Guidance Counselor								
N. E. Coordinator								
Citizenship Class Teacher								
Librarian								
Auxiliary Teacher								
Reduce Class Size								
Junior Guidance								
Corrective Reading								
Health Education								
Art								
Music								
Science								
Reading Improvement								

Questionnaire (principal) Page 3

3. Which, if any, of the activities, programs and/or services described above represent innovations, initiated as a result of the transitional school?

Which of the programs and activities described in question 2 above were already in operation in the school, but were expanded as a result of the assignment of additional personnel? Please indicate the grades or pupils benefiting from the expansion of services.

4. Specifically, what advantages and benefits for children have accrued in the areas of art, health education, music and science as a result of the assignment of additional personnel under the transitional school program?

## Questionnaire (principal) Page 4

SPECIAL CLASSES AND CLUBS - (This section to be completed by the Principal or Assistant and the person primarily responsible for the special classes.)

1. Has the additional transitional area schools program staff facilitated the development of special classes or clubs for either the slow or gifted in such areas as creative writing, art, music, and remedial reading?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Please describe, including the number and kinds of special classes and the grade level. Be sure to indicate whether the class is for the slow or gifted.

	Children Served Per Grade					
	1	2	3	4	5	6
Creative Writing						
Art						
Music						
Remedial Reading						
Other (specify)						

Are these special classes held during the school day \_\_\_\_\_? or after 3 p. m.? \_\_\_\_\_

2. Please describe any curricular adaptations in use in these special classes.
3. Please describe any evaluative procedures that have been used with the special classes.

## Questionnaire (principal) Page 5

LIBRARY - (This section to be completed by the person in charge of the library.)

1. Does the librarian or teacher-specialist in charge of the library have a degree in Library Science?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

What particular preparation has she had? Please specify number of hours, if any, of courses completed in library science.

2. What percentage of time does the librarian or teacher-specialist assigned to the library devote exclusively to library activities?

\_\_\_\_\_ %

3. What were the circulation figures, by Dewey Classifications if possible, for the month of:

October 1965		October 1966
000	:	
	:	
100	:	
	:	
200	:	
	:	
300	:	
	:	
400	:	
	:	
500	:	
	:	
600	:	
	:	
700	:	
	:	
800	:	
	:	
900	:	
	:	
TOTAL	:	
	:	

Questionnaire (principal) Page 6

## LIBRARY - (Continued)

4. Will you please describe the effectiveness of the current library services for pupils as compared and contrasted with services to children during the previous year?
5. Can the changes in library services, if any, be attributed to the Transitional Areas Schools Program?



## Questionnaire (principal) Page 7

**GUIDANCE AND COUNSELING SERVICES** - (This section to be completed by person in charge of Guidance and Counseling Services.)

1. Were the additional personnel assigned under the Transitional Areas Schools Program used to expand programs of individual counseling services previously in operation in the school?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, describe these expanded programs of individual counseling services. Please include, by grade, the approximate number of pupils reached and any changes in frequency with which they are regularly seen.

2. Have the expanded individual counseling and guidance services resulted in changes in the type of counseling problems encountered?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe changes.

3. As compared with last year, were any new programs of individual counseling made possible as a result of the assignment of new personnel under the Transitional Areas Schools Program?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe the new services to individual pupils, specifying by grade, the number of new pupils reached. In addition, include any changes noted in the type of pupils' problems uncovered by the new services.

## Questionnaire (principal) Page 8

## GUIDANCE AND COUNSELING - (Continued)

4. What percentage of the counselors' time is devoted to individual counseling and guidance?

\_\_\_\_\_ %

5. As a result of the assignment of additional personnel under the Transitional Areas Schools Program, has there been any expansion of previously existing programs of group guidance services?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, describe the expansions of group guidance services. Please include by grade, the numbers of groups of pupils seen and any changes in frequency with which groups meet on a regular basis.

6. Have the expanded group guidance services resulted in changes in the type of guidance problems encountered?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please specify.

7. As compared with last year, were any new programs of services to groups of pupils made possible as a result of the assignment of additional personnel under the Transitional Areas Schools Program?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Questionnaire (principal) Page 9

GUIDANCE AND COUNSELING SERVICES - (Continued)

If there have been newly developed programs of group guidance please specify the number of new groups seen and any changes in types of problems noted.  
What grade levels are involved in the new program?

8. What percentage of the counselors' time is devoted to group guidance?

\_\_\_\_\_ %

9. Please describe, for each grade K-6, any special guidance class made possible as a result of the new personnel under the Transitional Areas Schools Program.

Who is responsible for teaching these classes?

(please check)

Teachers \_\_\_\_\_

Counselors \_\_\_\_\_

OTIP \_\_\_\_\_

Other (Please specify \_\_\_\_\_  
\_\_\_\_\_

10. Has the addition of transitional program guidance personnel resulted in increased contacts with teachers?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe any changes this year in contacts between teachers and guidance personnel.

Questionnaire (principal) Page 10

GUIDANCE AND COUNSELING SERVICES - (Continued)

11. Has the addition of Transitional Areas Schools Program guidance personnel resulted in increased contacts with parents?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe the nature of this year's changes in contacts between parents and guidance personnel.

12. As a result of the assignment of guidance personnel under the Transitional Areas Schools Program, has there been any increase in contacts between guidance personnel in the school and out-of-school agencies and other counseling professionals?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe.

Questionnaire (principal) Page 11

PARENTS - (This section is to be completed by the Principal or Assistant.)

1. As compared with last year, have there been any changes in parents' attitudes toward the school that is reflected in their behavior?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Please describe these behavioral changes including such things as increased PTA participation, improved ease in obtaining volunteers, increased "positive communication," etc.

2. In your opinion can these changes be attributed to the Transitional Areas Schools Program?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please comment.

Questionnaire (principal) Page 12

GENERAL INFORMATION - (This section is to be completed by the Principal. If more space is required, please use back of page.)

By increasing the specialized services of schools in transitional neighborhoods it is hoped that the individual needs of pupils will be met, thus contributing to community stability. In your opinion, is the Transitional Areas Schools program an effective way of reducing the emigration of families from the neighborhood, and increasing community satisfaction with its schools?

1. In your opinion, why have families left this community?
  
  
  
  
  
  
  
  
  
  
2. What changes should be made to reduce the emigration of families from transitional neighborhoods?
  
  
  
  
  
  
  
  
  
  
3. Please list any other projects or programs in your school. Briefly describe the purposes of these programs.

## Questionnaire (principal) Page 13

4. Another part of the evaluation will be directed to the teachers in your school. For this reason, would you please list the names of all teachers who have been in this school for the entire period from September 1963 to the present?

Name	Grade Taught

5. We would welcome any additional suggestions or comments you would like to make. If you need more space, please use the back of the page. Thank you.



CENTER FOR URBAN EDUCATION  
Educational Practices Division  
33 West 42 Street  
New York, N. Y.

February 15, 1967

TRANSITIONAL AREAS PROGRAM  
TITLE I EVALUATIONS  
EVALUATION RESEARCH DIRECTOR: Dr. Nathan Kravetz

Dear \_\_\_\_\_:

Under contract with the Board of Education, the CENTER FOR URBAN EDUCATION is undertaking at this time further, more intensive study of the E. and S. A. Title I activity, the Transitional Schools Program.

Dr. Donovan has given authorization for this work in General Circular No. 6, 1966-67, of the Board of Education.

Your school has been selected as one of a sample of Transitional Schools for this phase of the study. The research design includes a study of achievement of a sample of the pupils, analysis of additional personnel services assigned, a mobility study, review of ethnic variations, and other factors.

The enclosed questionnaire is one which I hope you will complete fully and return as soon as possible in the enclosed envelope.

Within a short time, you will be visited by research staff personnel who will collect sample data of achievement from pupil records. They will be working quickly and efficiently, and without any interference in the operations of the school.

Your cooperation is sincerely requested in order that this study may be conducted objectively and under the best possible conditions.

Yours truly,

Nathan Kravetz

Junior High  
Questionnaire (principal)  
Page 1

CENTER FOR URBAN EDUCATION  
Educational Practices Division  
35 West 42 Street  
New York, New York

Principal, J.H.S. \_\_\_\_\_

Dear

Under the provisions of the Elementary and Secondary Education Act, title I, your school was granted additional staff and services for the current 1966-67 academic year in order to enrich the educational program and thereby meet the individual needs of pupils in this transitional community. The number and types of additional staff members assigned to your school under the program are listed below.

Please indicate which of the additional positions you actually received as an official position allowance (Number Received), and those you were able to fill (Number Filled). In addition, for the filled positions, please include the license held and the years of experience under that license.

Additional Staff	Number Assigned	Number Received	Number Filled	Date Filled	License Held	Years Experience
School Secretary						
Guidance Counselor						
Demonstration Teacher, or Department Chairman						
Laboratory Assistant						
Librarian						
Corrective Reading						
Career Guidance						
Reduce Class Size						
Preparation Period						

TOTAL  
POSITIONS

Junior High  
Questionnaire (principal) Page 2

GENERAL ACTIVITIES - (This section to be completed by  
Principal or Assistant.)

1. If you did not receive all the positions, please indicate briefly why these positions were not filled. (If more space is needed, use bottom of page.)
2. For each of the filled positions describe the major activities being performed and the amount of time allotted to these services. Be sure to include the approximate numbers of pupils receiving these services and the grade levels of the pupils involved.

Position	Major Activities Performed	Hrs. per Week	Students served per grade				
			5	6	7	8	9
School Secretary							
Guidance Counselor							
Demonstration Teacher, or Department Chairman							
Laboratory Assistant							
Librarian							
Corrective Reading							
Career Guidance							
Reduce Class Size							
Preparation Period							

Junior High  
Questionnaire (principal) Page 3

3. Which, if any, of the activities, programs and/or services described above represent innovations, initiated as a result of the transitional school?

Which of the programs and activities described in question 2 above were already in operation in the school, but were expanded as a result of the assignment of additional personnel? Please indicate the grades or pupils benefiting from the expansion of services.

4. Specifically, what advantages and benefits for children have accrued in the areas of art, health education, music and science as a result of the assignment of additional personnel under the Transitional Schools Program?

Junior High  
Questionnaire (principal) Page 4

**SPECIAL CLASSES AND CLUBS** - (This section to be completed by the Principal or assistant and the person primarily responsible for the special classes.)

1. Has the additional Transitional Area Schools Program staff facilitated the development of special classes or clubs for either the slow or gifted in such areas as creative writing, art, music, and remedial reading?

Please describe, including the number and kinds of special classes and the grade level. Be sure to indicate whether the class is for the slow or gifted.

	Children Served Per Grade				
	5	6	7	8	9
Creative Writing					
Art					
Music					
Remedial Reading					
Other (specify					

Are these special classes held during the school day \_\_\_\_\_?  
or after 3 p. m.? \_\_\_\_\_

2. Please describe any curricular adaptations in use in these special classes.
3. Please describe any evaluative procedures that have been used with the special classes.

Junior High  
Questionnaire (principal) Page 5

LIBRARY - (This section to be completed by the person in charge of the library.)

1. Does the librarian or teacher-specialist in charge of the library have a degree in Library Science?  
Yes: \_\_\_\_\_ No: \_\_\_\_\_

What particular preparation has she had? Please specify number of hours, if any, of courses completed in library science.

2. What percentage of time does the librarian or teacher-specialist assigned to the library devote exclusively to library activities?

\_\_\_\_\_ %

3. What were the circulation figures, by Dewey Classifications if possible, for the month of:

October 1965	October 1966
000	
100	
200	
300	
400	
500	
600	
700	
800	
900	
TOTAL	

Junior High  
Questionnaire (principal) Page 6

LIBRARY - (Continued)

4. Will you please describe the effectiveness of the current library services for pupils as compared and contrasted with services to children during the previous year?
  
  
  
  
  
  
  
  
  
  
5. Can the changes in library services, if any, be attributed to the Transitional Areas Schools Program?



Junior High  
Questionnaire (principal) Page 7

GUIDANCE AND COUNSELING SERVICES - (This section to be completed by person in charge of Guidance and Counseling Services.)

1. Were the additional personnel assigned under the Transitional Areas Schools Program used to expand programs of individual counseling services previously in operation in the school?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, describe these expanded programs of individual counseling services. Please include, by grade, the approximate number of pupils reached and any changes in frequency with which they are regularly seen.

2. Have the expanded individual counseling and guidance services resulted in changes in the type of counseling problems encountered?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe changes.

3. As compared with last year, were any new programs of individual counseling made possible as a result of the assignment of new personnel under the Transitional Areas Schools Program?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe the new services to individual pupils, specifying by grade, the number of new pupils reached. In addition, include any changes noted in the type of pupils' problems uncovered by the new services.

Junior High  
Questionnaire (principal) Page 8

GUIDANCE AND COUNSELING - (Continued)

4. What percentage of the counselors' time is devoted to individual counseling and guidance?

\_\_\_\_\_ %

5. As a result of the assignment of additional personnel under the Transitional Areas Schools Program, has there been any expansion of previously existing programs of group guidance services?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, describe the expansions of group guidance services. Please include by grade, the numbers of groups of pupils seen and any changes in frequency with which groups meet on a regular basis.

6. Have the expanded group guidance services resulted in changes in the type of guidance problems encountered?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please specify.

7. As compared with last year, were any new programs of services to groups of pupils made possible as a result of the assignment of additional personnel under the Transitional Areas Schools Program?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Junior High  
Questionnaire (principal) Page 9

GUIDANCE AND COUNSELING SERVICES - (Continued)

If there have been newly developed programs of group guidance please specify the number of new groups seen and any changes in types of problems noted.  
What grade levels are involved in the new program?

8. What percentage of the counselors' time is devoted to group guidance?

\_\_\_\_\_ %

9. Please describe, for each grade K-6, any special guidance class made possible as a result of the new personnel under the Transitional Areas Schools Program.

Who is responsible for teaching these classes?

(please check)

Teachers \_\_\_\_\_

Counselors \_\_\_\_\_

OTP \_\_\_\_\_

Other (Please specify) \_\_\_\_\_

\_\_\_\_\_

10. Has the addition of transitional program guidance personnel resulted in increased contacts with teachers?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe any changes this year in contacts between teachers and guidance personnel.

Junior High  
Questionnaire (principal) Page 10

GUIDANCE AND COUNSELING SERVICES - (Continued)

11. Has the addition of Transitional Areas Schools Program guidance personnel resulted in increased contacts with parents?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe the nature of this year's changes in contacts between parents and guidance personnel.

12. As a result of the assignment of guidance personnel under the Transitional Areas Schools Program, has there been any increase in contacts between guidance personnel in the school and out-of-school agencies and other counseling professionals?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe.

Junior High  
Questionnaire (principal) Page 11

PARENTS - (This section is to be completed by the Principal  
or Assistant.)

1. As compared with last year, have there been any changes  
in parents' attitudes toward the school that is reflected  
in their behavior?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Please describe these behavioral changes including such  
things as increased PTA participation, improved ease in  
obtaining volunteers, increased "positive communication,"  
etc.

2. In your opinion can these changes be attributed to the  
Transitional Areas Schools Program?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please comment.

Junior High  
Questionnaire (principal) Page 12

GENERAL INFORMATION - (This section is to be completed by the Principal. If more space is required, please use back of page.

By increasing the specialized services of schools in transitional neighborhoods it is hoped that the individual needs of pupils will be met, thus contributing to community stability. In your opinion, is the Transitional Areas Schools Program an effective way of reducing the emigration of families from the neighborhood, and increasing community satisfaction with its schools?

1. In your opinion, why have families left this community?
  
  
  
  
  
  
  
  
  
  
2. What changes should be made to reduce the emigration of families from transitional neighborhoods?
  
  
  
  
  
  
  
  
  
  
3. Please list any other projects or programs in your school. Briefly describe the purposes of these programs.

Junior High  
Questionnaire (principal) Page 13

4. Another part of the evaluation will be directed to the teachers in your school. For this reason, would you please list the names of all teachers who have been in this school for the entire period from September 1963 to the present?

Name	Grade Taught

5. We would welcome any additional suggestions or comments you would like to make. If you need more space, please use the back of the page. Thank you.



CENTER FOR URBAN EDUCATION  
33 West 42 Street  
New York, N. Y. 10036

April 24, 1967

Transitional Schools Program  
Title I Evaluation  
Evaluation Project Director: Dr. Nathan Kravetz

Dear Teacher:

In September 1965, under the provisions of Title I of the Elementary and Secondary Education Act, your school was identified as a school in a transitional area and was granted additional staff and services in order to enrich the educational program, and thereby meet the individual needs of pupils in this transitional community.

This questionnaire is being sent to all teachers who have been in the transitional schools from September 1963 or longer. You have been selected as one of the teachers with four or more years experience in this school.

Since the Transitional Schools Program began in September 1965, you are in a unique position to make comparisons based on experiences before the start of this Program.

We would appreciate it if you would complete the questionnaire in detail and return it directly to us by May 15, 1967. Will you please use the individual stamped envelope provided? Your responses will be treated confidentially. We are asking your name in order to coordinate the data; however, no names will be mentioned in any report.

Your cooperation is sincerely requested in order that this study may be conducted objectively and under the best possible conditions.

Yours truly,

Nathan Kravetz

## Questionnaire (teacher) Page 1

Name: \_\_\_\_\_ School \_\_\_\_\_ Title or  
& Boro: \_\_\_\_\_ Position: \_\_\_\_\_

1. During the current 1966-67 school year what is the nature of your assignment in this school?

grade level \_\_\_\_\_  
approximate number of pupils \_\_\_\_\_  
no. of pupils in each section (for JHS or IS) \_\_\_\_\_

If you have any assignment in addition to your primary responsibility indicated above, please describe it, specifying:

Nature of activity (clubs, centers, special remedial or tutorial work, etc.);  
specific duties and approximate amount of time devoted to them;  
number of pupils involved;  
types or kinds of pupils involved.

Do these activities take place: during the school day or are they after school activities?

---

2. Did the nature of your school responsibilities, assignments and activities change substantially when this school became a part of the Transitional Schools Program in September 1965?

No: \_\_\_\_\_ Yes: \_\_\_\_\_ If yes, please describe the changes briefly.

Can you attribute these changes to the effects of the Transitional Schools Program?

No: \_\_\_\_\_ Yes: \_\_\_\_\_ If yes, please specify how.

3. Is your current position one of the positions made possible through the school's participation in the Transitional Schools Program?

No: \_\_\_\_\_ Yes: \_\_\_\_\_

Please comment.

Questionnaire (teacher) Page 2

4. Based on your experience in this school, has there been any notable increase in personnel resulting from the Transitional Schools Program?

No: \_\_\_\_\_ Yes: \_\_\_\_\_ Do not know: \_\_\_\_\_

In what categories have you noted increases in personnel? Please specify.

5. What percentage of pupils in your class(es) are directly involved in the Transitional Schools Program either through direct contact with the special services and/or the specially assigned personnel? Be sure to approximate the percentage of pupils involved and the nature of their contacts with the Program.

6. In your opinion, has the assignment of additional personnel resulted in changes in services offered to pupils?

No: \_\_\_\_\_ Yes: \_\_\_\_\_ If yes, describe any change in services.

Are these new services, or services previously available but expanded as a result of the Program?

7. Have the added services and personnel of the Transitional Schools Program resulted in changes in the achievement of your pupils?

No: \_\_\_\_\_ Yes: \_\_\_\_\_  
If no, please specify why not.

If yes, please indicate those subject areas of achievement that have been affected, and the nature of the changes in achievement.

Have there been any changes in pupil attitude toward school and education that might have resulted from the Transitional Schools Program?

No: \_\_\_\_\_ Yes: \_\_\_\_\_  
If yes, please describe their changed attitudes.

Specify which particular aspects of the Program account for change in pupil attitude.

## Questionnaire (teacher) Page 3

8. Based on your knowledge of this school, has there been any change in size of classes that may be due to the Transitional School Program?

No: \_\_\_\_\_ Yes: \_\_\_\_\_ Has class size tended to become smaller or larger?

which aspects of the Transitional Schools Program are responsible for changes in class size?

9. As a result of the Program, have there been any changes in library services or use of the library?  
No: \_\_\_\_\_ Yes: \_\_\_\_\_

Do the changes include:

Licensed librarians? No: \_\_\_\_\_ Yes: \_\_\_\_\_

Improved library services? No: \_\_\_\_\_ Yes: \_\_\_\_\_

Increased available time in Library? No: \_\_\_\_\_ Yes: \_\_\_\_\_

Increased size of collections? No: \_\_\_\_\_ Yes: \_\_\_\_\_

Increased circulation? No: \_\_\_\_\_ Yes: \_\_\_\_\_

Improved pupil attitude toward libraries and books? No: \_\_\_\_\_ Yes: \_\_\_\_\_

Other? Please describe.

10. Please describe any newly established special classes for gifted children due to the Transitional Schools Program. Indicate the kind of classes formed, the approximate number of children involved and their grade levels.

11. Please describe any special classes for remedial and/or tutorial services resulting from the Transitional Schools Program. Indicate the kind of classes, the number and grade levels of the pupils involved.

Are these classes on: School time? \_\_\_\_\_ After School? \_\_\_\_\_

What has caused the formation of special classes or activities for the gifted or retarded pupil? (e.g., increased in remedial teachers, smaller classes, etc.)

## Questionnaire (teacher) Page 4

12. How would you assess the effects of the Transitional Schools Program on the guidance services and activities offered to pupils in the school?

Please comment.

Has there been a noticeable increase in number of trained counselors?

No: \_\_\_\_\_ Yes: \_\_\_\_\_

Were there noticeable changes in individual guidance services?

No: \_\_\_\_\_ Yes: \_\_\_\_\_

Were there noticeable changes in group guidance activities?

No: \_\_\_\_\_ Yes: \_\_\_\_\_

Are more pupils now involved in the guidance program?

No: \_\_\_\_\_ Yes: \_\_\_\_\_

What new kinds of pupils or groups are now involved? Please specify.

Which additional grade levels are now being served? Please specify.

Have you observed any appreciable change in pupil attitude toward guidance services in this school?

No: \_\_\_\_\_ Yes: \_\_\_\_\_ Please describe the changes in attitude.

13. In your opinion, has the Transitional Schools Program had any impact on the parents and on the community?

No: \_\_\_\_\_ Yes: \_\_\_\_\_

If no, why not?

If yes, what changes in parent attitude or behavior have taken place as a result of the program?

If yes, please describe the aspects of the Program that have been most effective with parents and with the community.

## Questionnaire (teacher) Page 5

14. This is a school in a changing, transitional neighborhood. One of the objectives of the Transitional Schools Program is to increase neighborhood stability. In your opinion, why are middle-class families leaving the neighborhood?

Do you think that the Transitional Schools Program, emphasizing increased services and additional personnel will be effective in stemming the tide of emigration?

15. How would you rate the general, over-all effectiveness of the Transitional Schools Program?

Has the main impact of the Program been accomplished through:

Improved Services? No: \_\_\_\_\_ Yes: \_\_\_\_\_

Increased Staff? No: \_\_\_\_\_ Yes: \_\_\_\_\_

Improved Faculty Morale and Motivation?  
No: \_\_\_\_\_ Yes: \_\_\_\_\_

Other? Please describe.

16. Would you recommend that the Transitional Schools Program be:

Continued as is: \_\_\_\_\_ Modified: \_\_\_\_\_ Discontinued: \_\_\_\_\_

Why?

APPENDIX C

Staff List

Dr. Nathan Kravetz, Evaluation Chairman  
Associate Professor of Education  
Department of Education  
Hunter College

Mrs. Barbara R. Heller, Lecturer  
Office of Research and Evaluation  
Division of Teacher Education  
The City University of New York











EVALUATION OF NEW YORK CITY TITLE I  
EDUCATIONAL PROJECTS 1966-67

THE EXPANSION OF THE AFTER SCHOOL STUDY  
CENTERS FOR DISADVANTAGED PUBLIC AND  
NONPUBLIC SCHOOL PUPILS

By Maurice A. Lohman

September 1967

**The Center For Urban Education**  
33 West 42nd St., New York, N.Y. 10036



CENTER FOR URBAN EDUCATION  
FIELD RESEARCH AND EVALUATION COMMITTEE  
ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: The After School Study Center

Evaluation Director: Dr. Maurice A. Lohman, Assistant Professor  
Office of Research and Evaluation  
City University of New York

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.



## THE AFTER SCHOOL STUDY CENTERS

The After School Study Centers were organized in the fall of 1966 to provide remedial instruction in reading and mathematics; enrichment activities in art, music, health education; and the opportunity to do homework and use library facilities under supervision of teachers. Later in the year special classes were organized for non-English speaking pupils.

The program was voluntary and open to all children in economically disadvantaged areas. Centers were opened in 120 public schools and in five nonpublic schools in remote areas of the city. The centers were open three afternoons a week for two-hour sessions. Approximately 30,000 pupils attended the 1623 classes which were organized.

The evaluation of the program was based on data collected in a sample of 72 centers, and consisted of class observations and interviews with coordinators, center supervisors, and pupils. A study was made of the reading achievement of a sample of pupils on the citywide tests administered in September 1966 and April 1967.

### Findings

The centers received adequate instruction materials from the Board of Education; in addition many teachers supplemented these materials with self-made aids, with materials borrowed from the day school, and even with some materials purchased out of pocket. It would be helpful in the future if the teachers of each center were provided with a fund for this purpose. Such a fund would help remove the economic, obstacles to innovation and creativity faced by children and teachers.

Pupils attendance presented a problem, especially during very bad weather in the winter months and very attractive weather in late spring. Center supervisors and teachers used a variety of devices to encourage attendance. It appears likely that closer relations between afternoon centers and regular day schools, and more information to parents about the remedial program, would improve attendance.

Many interesting teaching methods were observed in the tutorial classes, such as instruction through use of word games, puzzles, the publishing of class newspapers, and puppet shows. A number of centers organized exhibits of the "students" art, library exhibits of children's books, and programs of music and plays. A news letter distributed to all centers circulated teaching methods and new ideas.

The children studied in the sample did not overcome their deficiency in reading but many did succeed in reducing the extent of their retardation during the six-month period between the September 1966 and April 1967 citywide tests. During this period, children in grade two gained ten months in reading, third graders gained nine months, fourth graders gained seven months, fifth graders gained eight months, and sixth graders gained seven months.





Center for Urban Education  
33 West 42nd Street  
New York, New York 10036

THE EXPANSION OF THE AFTER SCHOOL STUDY CENTERS  
FOR DISADVANTAGED PUBLIC AND NONPUBLIC SCHOOL PUPILS

Maurice A. Lohman

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation  
Joseph Krevisky, Assistant Director

September 1967

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pt. 19

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## A C K N O W L E D G M E N T S

The author wishes to thank Mr. Theodore Langbaum, Coordinator of the After School Study Centers whose door was always open and who often took time away from a busy schedule to arrange visits and appointments for the observation teams.

Thanks are also due, Miss Sheila MacMahon, Mrs. Shirley Hockman, Mr. Arthur F. Donovan, Mr. John M. O'Shea, Miss Helen Spector, and Mrs. Harriet Brown, who coordinated the programs in the project and whose willing co-operation and help was indispensable to the survey.

The evaluation would not have been possible without the cooperation of the ASSC Supervisors and teachers who tolerated the teams of curious investigators constantly getting in their way and asking questions.

## CHAPTER I

### INTRODUCTION

Large numbers of disadvantaged children residing in New York City are in need of special assistance with their regular school work. The After School Study Center Program was conceived by the New York City Board of Education to help alleviate the learning difficulties these children might meet in their classrooms. By extending the school day, this program provided additional teacher time, attention and instruction to help these children improve their study habits and increase their self-confidence and motivation.

In May and June of 1966 the Board of Education inaugurated a pilot program which (1) provided tutorial services in reading and arithmetic, (2) made possible the use of the library under the guidance of library teachers, (3) provided teachers to help with homework, and (4) offered special enrichment activities in the areas of art, music, and health education. The program was funded by the United States Office of Education under Title I of the Elementary and Secondary Education Act of 1965. An expansion of the After School Study Centers for disadvantaged public and nonpublic school pupils was funded under Title I for the 1966-67 school year, based upon the experiences gained in the pilot program.

#### The Nature of the Program

After School Study Centers were set up in 120 public elementary schools and five nonpublic schools. The centers were open three days per week from 3:15 to 5:15 PM, or in some cases from 3:00 to 5:00 PM. All centers were staffed by regularly licensed teachers and supervisors of the NYC Board of

Education. In October 1966, classes were set up to provide remedial reading instruction and remedial mathematics instruction. Space was provided for doing homework assignments and for using the school library, under the guidance of a teacher.

A program of "Special Potential Development Services" was also conducted as a part of the After School Study Centers (ASSC). Specialist teachers, where available, provided varied activities in the areas of art, music, health education; these included group projects, development of new areas of instruction, the use of audiovisual materials and the identification of talented and gifted children. To support the Special Potential Development Services, materials and equipment suitable for art, music, and health education were placed in the centers.

For all classes, the school received an extra supply of instructional materials suitable for remedial and enrichment activities. There were kits of general supplies and special reading and mathematics materials.

The ASSC program was made available on a voluntary basis to any student who was in need of help.

#### Organization of Classes and Activities

Remedial classes in reading and in mathematics were organized for approximately 10 to 15 pupils. All other groups had approximately 25 pupils. Where a center had more pupils than could be accommodated, waiting lists were maintained and pupils were admitted as openings occurred. Classes included both public and nonpublic school pupils. Criteria for assigning pupils to classes included age-grade levels and pupil maturity, need, ability, and interest.

All but five centers were established in public school buildings and children from neighboring nonpublic schools attended the public school centers. The five nonpublic school study centers were located in areas where transportation to a public school was not practical. Any pupil who normally received transportation to his home school, received transportation to the center.

### Staff

#### Supervision

The supervisor of each center was usually an assistant principal from the center day school staff. Where an assistant principal was not available, an acting assistant principal, a junior principal, or in some cases, a principal served as supervisor. Table 1 summarizes the distribution of the center supervisors by licensed position. In 14 per cent of the centers it was necessary to divide the supervision between two assistant principals who served on different days.

The supervisors were responsible for:

1. Adapting the objectives of the program to the needs and interests of the pupils.
2. Motivating pupil attendance with the aid of teachers, nonpublic school personnel and parents.
3. Recruiting teachers for the program.
4. Training teachers, with the help and cooperation of project coordinators and field supervisors.
5. Supervising the health and safety of the pupils.
6. Organizing classes and activities, coordinating programs and schedules, and integrating the center activities with the day school program.

Table 1  
Classifications of Supervisors by Position

Position	N	%
Assistant Principal	106	78
Principal	16	12
Junior Principal	6	4
Acting Assistant Principal	3	2
Teacher-in-charge	3	2
Common Branch Teacher	2	2
Total	136	100%

#### Teaching Staff

The teachers were appointed from lists recommended by the day school supervisors. All teachers were regularly licensed teachers or permanent substitutes. In some cases it was necessary to hire per diem substitutes. These per diem teachers were usually regular teachers on maternity leave serving under substitute licenses.

Where possible, teachers were chosen from the day school staff of the school where the center was located. Table 2 shows the number of teachers appointed to the program (which is the same as the number of classes) and the average class size for each program.



Table 2

Number of Teachers, Average Class Size, and Pupil Sessions by Program

Program	Number of Teachers <sup>(a)</sup>	Average Class Size	Pupil Sessions <sup>(b)</sup>
<u>Tutorial Services</u>			
Reading	562	11	597,304
Arithmetic	173	12	201,592
Homework	94	17	147,001
Library	122	18	185,571
<u>Special Potential Development Services</u>			
Music	212	30	596,352
Health	205	14	278,881
Art	202	35	376,250
Total	1570		2,382,951

a. The number of teachers is identical with the number of classes.

b. Pupil Sessions is a compilation of the pupil registers for the entire 35 weeks of the program.

### Secretarial Staff

Each center was assigned a secretary for two of the three two-hour sessions per week. The secretary's duties included the preparation of pupil and teacher attendance records and reports, service reports, typing, and duplication of curriculum materials, correspondence, and answering the telephone.

### Pupils

#### Pupil Selection

The pupil quotas for each school were set up on the basis of the total register of the school. The program started out by allowing space for 8 per cent of school registers. As applications were received, however, adjustments were made. This was especially true where some nonpublic schools did not send pupils to fill the quota for neighboring centers.

In the public schools, the pupils selected for the tutorial reading or arithmetic classes were a year or more below their grade level as measured by citywide standard tests. Pupils who were receiving special instruction in reading clinics or from corrective reading or arithmetic teachers in their home schools were not admitted to the program.

The selection of pupils for the special potential classes in art, music, and health education was based upon the expressed interest of the pupil.

In the nonpublic schools, the school principal was responsible for the selection of pupils. Registration procedures and coordination of the programs were determined at meetings between the principal of the center school and the principal of the nonpublic school. The ASSC supervisor registered pupils and assigned them to classes. The nonpublic school principal was informed of the program assigned to each of his pupils.

Although attendance was voluntary, pupil absences were recorded. Teachers were required to record daily attendance and to submit weekly attendance reports to the Board of Education by feeder school. Table 2 presents the number of pupil sessions reported.

### Project Area

Schools included in the project were in attendance areas with high concentrations of low income families. Each school enrolled many disadvantaged children who required special educational services. Approximately 30,000 children participated in the project, at least part time, during the 35 weeks between October 1966 and May 1967.

### Objectives of the Program

The project description listed the following objectives:

- "1. To increase proficiency in reading and arithmetic by providing remedial tutorial programs.
2. To increase general achievement and motivation for school work by providing supervised help with homework assignments.
3. To teach proper use of the library.
4. To enrich educational experiences for disadvantaged pupils through the use of duly licensed specialist teachers of music, art, health education, and library.
5. To aid those children for whom English is a second language."

Each curriculum area set up a number of its own related objectives. These will be discussed in the chapters describing each curriculum area of the ASSC program.

## CHAPTER II

### PURPOSE AND OBJECTIVES OF STUDY

The purpose of the study was to evaluate the project in terms of the stated objectives of the project design. Although the objectives for the various curriculum areas differed somewhat, the total evaluation was concerned with the following questions:

1. Were the reading, arithmetic, music, art, health education, and library programs for disadvantaged children in the public and nonpublic schools strengthened as a result of the project?
2. Did the project improve the pupils' attitudes toward school?
3. Were talents discovered and developed?
4. Were the reading, arithmetic, music, art, health education, and library programs conducted in an educationally sound manner as determined by knowledgeable persons from the various curriculum areas? These experts were directed to evaluate, for each area, the physical facilities, materials and supplies, professional practices and methods, course objectives, and course content.
5. How many children took advantage of the program?
6. What were the opinions of pupils, teachers, supervisors, and administrators as to the effect of the program?

In addition to the evaluation of the stated objectives of the project, the study attempted to offer recommendations for the improvement of future similar programs.

### CHAPTER III

#### METHODS AND PROCEDURE OF THE STUDY

##### Evaluation Teams

Evaluation teams, consisting of qualified personnel from university education faculties of public and nonpublic schools, were recruited by the Center for Urban Education. The tutorial reading and arithmetic, music, and art teams consisted of two members each; the health education team consisted of three members. Each team member had a wide range of experience in his curriculum area and was a college professor, instructor, or an advanced candidate for the doctoral degree in his curriculum area, with extensive teaching experience in the public or nonpublic schools.

##### Evaluation Instruments

The evaluation teams developed a general research prospectus (see Appendix A) for all curriculum areas of the project. Each team then constructed instruments to collect and measure the specific information required for a particular curriculum area.

The following evaluation instruments were developed for use by the curriculum evaluation teams:

##### (1) Tutorial Reading and Arithmetic

- (a) Tutorial Program Worksheet, guide which requested information about the registration of the class, the physical surroundings records, teaching, supervisory practices, articulation with nonpublic schools, and suggestions of the observer (Appendix B).

- (b) General Information Questionnaire, a questionnaire sent to each teacher requesting additional information about the program, facilities, equipment, pupils, and teacher recommendations (Appendix B).

Forms of these instruments had been used in evaluation of last year's programs, as well as the Summer Enrichment Program. The above instruments were revised as a result of previous experiences. The teams were familiar with the instruments and made several classroom visits as a team. Then each team member made individual observations.

(2) Music

- (a) Music Observation Checklist, five-point scales for the measurement of 19 items of content, 14 items of methods, 17 items of equipment and supplies, and 13 items of outcomes. Each major area also required evaluations and comments by the observer (Appendix B).
- (b) Music Observation Summary Scales, five-point scales for recording the observers' summary impressions of teacher competence, instructional, facilities, motivation, realization of general objectives, realization of instructional objectives, and six areas of music instruction (Appendix B).

(3) Art

- (a) The Reinforcement of the Curriculum by Classroom Methods (The Relationship of Methods of Instruction to the Fulfillment of Aims and Objectives), a five-point scale for the measurement of items related to the aims and objectives of the art programs, comments, and recommendations by observers (Appendix B).



- (b) The Nature and Quality of the Student's Experience in the Classroom, a five-point scale and checklist for the evaluation of the learning activity in relation to the pupil, teacher, physical facilities, materials, and supplies. The instrument contained 73 items, as well as provision for comments and recommendations by the observers (Appendix B).

(4) Health Education

- (a) Health Education Evaluation Instrument, an evaluation guide which included requirements for pupil enrollment, program objectives and supervision, offerings, testing, staff, facilities, and equipment (Appendix B).
- (b) Checklist for Evaluation of Physical Education Activities, a guide for observing an activity. It requested information from the teacher, evaluated methods of presentation, conducting activity, pupil response, and made provision for teacher comments (Appendix B).

Achievement Data

All achievement data were collected from the Board of Education of New York City. October and April reading scores were collected for a random sample of public school pupils enrolled in the tutorial reading classes. Pretest and posttest reading scores were compared for each grade level.

Class Observations

In all, 72 centers were observed: 26 tutorial centers, 9 art centers, 20 music centers, and 15 health education centers. Each observer submitted a report for each classroom visitation and a summary report covering his impressions of his total visitation schedule.<sup>1</sup>

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<sup>1</sup>All visitation reports and summary reports are on file at the Center for Urban Education.

## CHAPTER IV

### FINDINGS

A total of 72 centers and 189 classes were visited and observed. These 189 classes constituted 11 per cent of the tutorial and 13 per cent of the special potential classes in the entire program. Table 3 indicates the number of schools and classes visited, by subject areas.

Table 3

Number of Schools and Number of Classes Visited by Subject Areas

Subject Area	Number of Schools Visited	Number of Classes Visited
<u>Tutorial</u>	<u>28</u>	108
Reading		57
Arithmetic		28
Homework		10
Library		13
<u>Special Potential</u>	<u>44</u>	81
Music		35
Art		28
Health		
Education		18
Total	<u>72</u>	189

Because of the individual nature of each part of the program, each evaluation team report will be presented as a separate section of the findings. These sections will cover, in order, the tutorial program and the special potential development services in music, art, and health education.



### Tutorial Services

The tutorial classes of the A.S.S.C. were designed for children who were retarded a year or more in reading or arithmetic. Special classes were set up to provide remedial instruction in reading or arithmetic. In addition, some classes were organized to offer opportunity for doing homework under the guidance of a teacher, and for instruction in the use of the library. Midway in the year, beginning January 5, 1967, classes were established for non-English-speaking children who needed to learn English as a second language.

Approximately 13,000 pupils from 120 public and 101 nonpublic schools attended classes under the tutorial programs.

### Organization of the Evaluation

Two observers visited 28 schools, selected as representative of the five boroughs of the city. A total of 108 classrooms were visited and teachers observed. Table 3 presents the number of classes in each tutorial area and the percentage of classes observed. In addition, center supervisors, nonpublic school personnel, the program coordinator, and field supervisors were interviewed.

Reading scores for October and April were compared for a sample of 1381 public school children participating in the remedial reading classes.<sup>2</sup>

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2. Scores for nonpublic school pupils were not available for comparison in time to be included in the survey.

### Organization of the Program

Variations in scheduling were found in different schools. In the observed centers, 21 schools had uninterrupted two-hour sessions. Seven other schools, feeling that a two-hour session was unproductive and mitigated against good attendance, obtained permission to alter the program: in two schools, the pupils received one hour of reading and one hour of arithmetic; four other schools utilized one hour for either reading or arithmetic, and for the alternate hour, the pupils were dismissed or admitted to an enrichment course. The two-hour sessions were usually broken by a play period and in some cases the children had snacks.

The homework classes observed had no set schedule. Children left as they finished their homework. Few children were observed taking advantage of the full two hours.

The library programs ran for two-hour sessions in each of the observed schools.

### Supervisory Practices

With the exception of eight schools, weekly lesson plans were required of teachers. These were checked, suggestions were made by the supervisor, and the plans were returned to the teacher. In two schools, a log took the place of the lesson plan. Supervisors made supervisory visits to the classrooms. All teachers were required to keep attendance records.

No time was available for conferences of the entire staff except for the first day of the program. One school, however, conducted 15 in-service training sessions at times when the children were dismissed early.

### Staff

The 28 schools visited had 226 teachers in the tutorial program; 126 in reading, 39 in arithmetic, 22 in homework, 18 in library. Of these, 193 were regular, licensed teachers, and thirty-three were substitutes. The average length of teaching experience was 7 years for teachers in the reading program, 6 years for teachers in the arithmetic program, 14 years for teachers in the homework program, and 12 years for teachers in the library program.

### Pupils

The children were chosen from lists supplied by the public and nonpublic day school teachers. Almost all centers sent letters to the children's homes inviting them to attend the centers. The pupils were supposed to have been retarded one or more years in reading or arithmetic. Some supervisors tried to make the classes mandatory for all severely retarded pupils, but since the program was voluntary, this was not possible. Classes in reading and arithmetic were limited to 15, but some schools registered more, counting on absences and dropouts. When there were more applicants than could be accommodated, a waiting list was employed and pupils were added to replace dropouts.

### Grouping

An attempt was made to keep the grade spread within classes as narrow as possible. Classes were usually organized around a two-year grade span, but this was not always feasible, and some centers had to group in wider grade spans. Two of the observed classes in reading had a group spanning grades 2-6. The library and homework classes spanned all grades. Nonpublic

and public school pupils were placed in the same classes.

The pupils remained in the classes originally assigned them. One center, however, employed a system of interclass transfers as the pupils progressed. In another center, pupils who, teachers felt, were reading up to grade level were discharged to make room for others.

#### Attendance

The major problem of the centers was attendance. Attendance was particularly poor on those days when children were excused from school early for religious instruction. Open enrollment pupils and other children living far from the center found the inconvenience of travel discouraging. Many of the children questioned were of the opinion that they were not getting enough from attendance at the centers to compensate giving up their after-school play.

There was great variance in attendance in different areas of the program. The library courses were usually well attended. Homework classes were the most poorly attended. Pupils who came regularly to the reading and arithmetic classes said that they came because they felt they were learning a great deal and they enjoyed coming to class. Snacks, parties, certificates of merit, and reports to parents were all used to help improve attendance.

#### Facilities

Regular classrooms were used for all classes except for library instruction and homework, which often met in the library. Some teachers who used classrooms other than their own complained about the lack of storage space.

Twelve teachers reported that the furniture in their room was not suitable for the ages of their pupils.

Many schools located the reading and homework classes close to the library so its facilities might be utilized.

Every classroom in reading and arithmetic had at least one bulletin board.

### Materials

Each center received a kit of materials and supplies from the Board of Education during the first two weeks of the program. An effort was made to offer different materials from those used in the day sessions.

Reading materials included Readers Digest Skill Builders, Reading Comprehension ABCD, New York, N.Y. S.R.A. Reading Laboratory IIA, Grades 2-7.

Arithmetic kits contained the Schlegel-Learning Skills in Arithmetic.

The S.R.A. And Computational Skill Kits, sent to the centers or loaned to the centers by the home schools, were used with great interest and benefit by children. However, there were too few sets available for use by individual pupils.

All teachers supplemented these materials with those of their own or borrowed from the day-school program. They used teacher-made-mimeographed or rexographed materials which they shared with other classes. Teachers also brought in many mathematics games, word games, and puzzles.

### Content

In the 108 classes visited there was a wide variety of lessons observed, both of an individual and group nature. Pupils did independent work with the SRA kits, workbook exercises, and dictionary work, which gave the teachers an opportunity to do remedial work with individual pupils.



There were class activities in reading, story telling, and discussion. Instruction was given in reading, word attack skills, and vocabulary building. One class was observed preparing a newspaper for the center. Other activities included word games, choral reading, play acting, creative writing, and story telling.

Some of the lessons in arithmetic dealt with linear measurement and the development of skills in basic computation, fractions, percentages, interest, liquid measure, and bar graphs. Much of the work was similar to that of the day-school classes. One class was observed making cardboard coins to use in playing store. Manipulative games, models, and pupil-made measuring devices were used.

The homework classes provided a quiet atmosphere for the children to do their work. Reference materials were available in the classroom and the library. It appeared, however, that most of the children who attended the homework classes were the regular day-school pupils of the homework teachers.

The library activities included: story hours, book discussions, films, arts and crafts, music, and the teaching of library skills.

Story hours were supplemented by oral reading, puppet shows based on selected stories, poetry reading, and the recording of children's stories.

Book discussion explored the works of various authors, books or various editions of a book, or illustrations of a story.

Films relating to the content of a story were viewed before and after the reading of the story and then discussed.

Children made booklets, bookmarks, and book jackets. Dioramas and puppets were made for shows about certain books. One of the observed classes was preparing for a puppet show to be shown to the center and to the parents.

### Attitudes

All the personnel questioned felt that the program was beneficial for the children who attended regularly. Ten teachers reported that they would have liked a closer communication with the pupils' day school teachers. The observers felt that the subject matter content of many classes was too similar to that of the regular day school classes. Many teachers felt that the children who needed the instruction most were too irregular in their attendance.

### Reading Test Results

October and April reading scores on the Metropolitan Reading Achievement Tests were collected for a sample of 1381 public school children who attended the reading classes. Only those children who were present for two-thirds of the class sessions were included in the sample. Table 4 presents the test score data.

Table 4  
Means, Standard Deviations and Differences between October and April Reading Test scores for Five-Grades Participating in the After School Study Reading Centers

Grade	Number of Children	October Grade Mean	Grade S.D.	April Grade Mean	Grade S.D.	Difference In Month	Gain In Months
2	94	1.6	.3	2.6	.7	10	4
3	372	2.2	.5	3.1	.7	9	3
4	256	3.0	.7	3.7	.9	7	1
5	384	3.5	.8	4.3	1.0	8	2
6	275	4.4	1.1	5.1	1.6	7	1

All grades scored lower on the October test than would be expected for their grade level. Grade two, which should have had a mean of 2.1, had a mean of 1.6, showing a reading discrepancy of 5 months. Since the test was administered after one month of school, the approximate grade level score was computed by taking the grade year and adding one tenth for each month of school. Thus, the expected grade level score for grade three was 3.1. However, the score obtained on the pretest for that grade was only 2.2, leaving a discrepancy of nine months. Grade four scored one year and one month below grade level, grade five scored one year and six months below grade level, and grade 6 scored one year and seven months below grade level on the pretests. Thus the discrepancy consistently increased with each higher grade level.

Progress was made in reading during the school year 1966-1967. A picture of the magnitude of the differences between Metropolitan reading pretests and posttests can be seen by looking at the differences in month units. Pretests were administered in October 1966 and posttests were administered in April 1967. Thus, the mean growth rate expected between pre and posttests was 6 months, a period corresponding to the time between administration of the tests. In grade two, a growth of ten months took place, which is 4 months more progress than expected. In grade three, 9 months' growth took place, or 3 months more than expected. Seven months' progress was observed in grades 4 and 6, which is one month beyond expectation. Grade 5 had 8 months' growth, or 2 months more than expected.

Children continued to maintain their relative class standing on posttests. Correlation coefficients ranging from .49 to .67 demonstrated a significant relationship between the way children scored on the two tests in



the five grades. A child who scored relatively high on the pretest, continued to score high on the posttest. A child who scored relatively low on the pretest continued to score relatively low on the posttest.

Scores for the lower grades and for pretests were more consistent than those for the upper grades and posttests. Standard deviations increased for posttests and higher grades. The lowest standard deviation was for grade two pretest scores, while the highest was for grade six posttest scores. This constant increase may be attributed not only to greater variability of scoring among children, but also to the greater number of possible scores obtainable.

An interesting finding in grades three through five was that reading pretest means of one grade level were lower than the reading posttest means of the previous grade level. More specifically, the pretest mean of 2.2 for grade three was in fact lower than the posttest mean of 2.6 for grade two. In grade four, the pretest mean of 3.0 was lower than the grade three posttest mean of 3.1. The same holds true for grade five, which had a pretest mean of 3.5, which was lower than the grade four posttest mean of 3.7. Whether to attribute this finding to summer forgetting or to faster learning rate this year remains a question for further analysis.

It can be concluded that all grades scored below grade level on pretests, with the discrepancy between expected and obtained scores increasing with each higher grade. However, in all grades, Metropolitan reading posttest scores were higher than Metropolitan pretest scores, and the mean rate of progress ranged from 4 months beyond expectation in the lower grades to one month in the higher grades. The lower the grade, the less below grade level the reading means were, and the more progress there was between pretest

and posttest. Other findings included the consistency of pupils' relative standing on both pretests and posttests, and the increased variability of scores in the higher grades.

S P E C I A L      P O T E N T I A L      D E V E L O P M E N T

Music

The music classes offered classes in instrumental and vocal skills. The objectives of the program were to:

- (a) improve children's attitudes toward school
- (b) discover and encourage children talented in music
- (c) develop the children's appreciation for music
- (d) provide a constructive use of leisure time
- (e) stimulate community interest through student performances.

Procedures

The evaluation team visited 20 after school study centers chosen at random, but stratified according to the boroughs where they were located in the city. The sample included 35 teachers, located in five centers in Manhattan, five in the Bronx, six in Brooklyn, three in Queens, and one in Richmond.

The general research prospectus was followed and a report was submitted for each visit. One consultant held interviews with teachers during the school visitations, while the other interviewed the Study Center supervisors.

The evaluation team attended workshops for teachers, meetings of the Board of Education field supervisors and administrative personnel and of nonpublic-school liaison personnel; the team also met with the music co-ordinator during the year. This made possible a view of the program at all levels and provided information about the overall organization.

### General Considerations

The purpose of this evaluation was to determine whether the students were receiving effective musical experiences in the classroom, in accordance with program objectives. Experience has shown that the classroom situation is frequently dependent on other aspects of organization. Consequently, the following considerations were included in the evaluation:

1. Was there a clear understanding of the program objectives at the administrative and planning levels, and were these objectives adequately communicated to all personnel?

2. Were sufficient guidelines for achieving the objectives communicated to the supervisors and teachers?

3. Was there adequate communication and participation between the Board of Education and the nonpublic-school administrative and liaison personnel?

4. Did parents understand the program sufficiently to encourage their children to attend?

5. Were specific considerations and techniques for teaching music to disadvantaged children defined and communicated throughout the program?

6. Did study center supervisors and teachers feel that the program was effective and that it did, in fact, meet the needs of disadvantaged children?

7. Was attendance sufficiently regular to allow continuity in the classroom?

8. What specific procedures and content were being employed in the classroom?

9. Were the children developing competencies which would allow them to use their own initiative in participating in further musical experiences?

### Physical Situation

Schedules varied in different schools according to the needs and requirements of the particular school. Of the 20 centers observed, 15 followed a schedule of three two-hour class meetings a week. One center had one-hour sessions three days a week, and four centers had two-hour sessions which met only two days per week.

Those centers which met only twice a week did so because they could not find teachers who were available on all three days. The school which scheduled one-hour periods alternated pupils between the tutorial and enrichment classes each day. The center supervisor felt that a two-hour class period was too long for the pupils and therefore divided classes into two groups, each meeting for an hour.

### Number of Pupils

Approximately 6,000 pupils were enrolled in the music classes. In the centers included in the sample, the average class size was 15 . One class had 30 and one had only 10 children.

Interviews with supervisors suggested that small enrollments were due to lack of interest on the part of parents and, in some cases, on the part of the sending school personnel. Other reasons elicited by interviews were the late afternoon time of the classes, the travel distance between the public and nonpublic schools, and scheduling conflicts. The observed classes were of adequate size for the available materials and for effective teaching, allowing for both group activities and individual attention.

In the sample centers, the majority of pupils were from public schools. The Supervisor of Music of the Brooklyn Diocese commented that the pupils

were not sufficiently motivated to attend on their own, but needed repeated encouragement from their schools and homes.

### Grouping

In programs of previous years students of all grade levels were often included in one general music class, resulting in too wide a spread of interests and abilities. In this year's sample, those schools which had only general vocal music divided their programs into two classes, one for older and one for younger pupils. All the observed instrumental programs were restricted to the older pupils. Younger children were placed in vocal classes. This arrangement seemed best suited to the interests and maturity of the pupils. All but three of the instrumental programs were divided into two groups, beginning and advanced. This was necessary because some children did not attend regularly or entered the program later in the year and were behind the rest of the class in proficiency.

### Facilities

Classrooms were not entirely adequate for all music activities. This was due to the fact that specially equipped music rooms do not exist in many of the New York City elementary schools. Of 30 classrooms visited, only 14 had pianos and few had acceptable record playing equipment. There were few music stands. In general, the observed teachers showed remarkable ingenuity in working with available facilities.

### Personnel

The project director and coordinator carried out a well-organized program. Personnel at all levels were informed of the objectives of the program and were well supplied with instructional materials. Certain



innovations, such as a workshop in teaching music to disadvantaged children and expanded instrumental music classes, strengthened the program. Guidelines, a monograph issued to all teachers by the coordinator at the beginning of the program, set the procedures for the classroom.

The field supervisors were licensed department chairmen. Twelve field supervisors provided assistance to the teachers in the centers. Each field supervisor served ten schools. Since most schools had more than one teacher, the time that the supervisors could devote to each class was limited. They observed classes, gave demonstration lessons, and assisted the teacher in developing classroom techniques.

Many of the teachers benefited from the opportunity to discuss the classroom situation and methods with the supervisor, but the schedule did not allow time for much individual help. It was difficult for the supervisor to speak with a teacher while the children were present since that encroached into the already limited class period; nor was time allowed for discussion before or after class. Some supervisors were able to organize a few group discussion or workshop sessions for teachers on days when classes did not meet, teachers seemed to appreciate these occasions. The supervisors felt that much more time should have been provided in the program for them to work with teachers.

Teachers were secondary school music specialists or common branch teachers with some music training. Those teaching instrumental music in the observed classes were licensed in junior high school instrumental music and had music degrees. They were assigned to programs where they could teach their major instrument. The teachers who participated in the program were

selected on recommendation from the supervisors, principals, and the coordinator. Occasionally travel was a problem in assigning teachers to particular schools.

A basic problem in the organization of the program was that of obtaining qualified teachers. Many teachers did not want to teach in the after-school classes because of the length of the teaching day. In addition, there are few elementary school music teachers in the city system. Thus, most of the vocal teachers were elementary school common branch teachers. This emphasized the need for increasing the supervisory and teacher training aspects of the program through workshops, discussions, and detailed curriculum guides.

#### Content, Methods, and Activities

The observed classroom situations were largely based on procedures which individual teachers were accustomed to using, and on the available materials. In general vocal music, a few teachers were able to teach a variety of concepts, encouraging student initiative through a number of different activities. Many teachers, however, limited the concepts they presented primarily to melody and rhythm taught through isolated exercises in singing or in playing rhythm instruments or song flutes. The greatest uniformity of practice was found when a common book, such as the song flute book was used throughout the program. The teaching of orchestral instruments tended to be even more dependent on the customary approach of individual teachers.

Certain fundamentals should be found in all classrooms. In general music, the content should deal with concepts of melody, rhythm, harmony, form, expression, and style. All of the following activities should be



employed in developing skills and discrimination: analytical listening; singing with good quality; playing instruments accurately; rhythmical movement; associating symbols with tones, beats, and duration; and creating new musical experiences based on the skills and knowledge gained. The Guidelines issued initially by the project coordinator illustrated such an approach and should be expanded into a complete curriculum. Workshops, similar to one given at the beginning of the program, would be valuable in demonstrating this approach to the teachers.

The classes in orchestral instruments need to be structured so that the students progressively develop control of individual skills. Frequently, teachers expected students to coordinate too many skills at once. Further demonstration lessons for the teachers would be helpful.

Five of the observed centers had given or were planning to give concerts for the parents and community. Seven had given concerts for the children in the centers.

Of the 35 teachers observed, only five were reported by the team members to be unsatisfactory. One of these teachers was later replaced. Seven teachers were reported to be above average in both content and methods.

There was agreement among teaching, supervisory, and administrative personnel that the music program was valuable and met the needs of disadvantaged children for enrichment and achievement.

## A R T

Art classes were conducted for public and nonpublic school children of elementary school age in 127 afterschool study centers. About 10,750 pupils were selected as eligible for the overall program.

### Objectives

In a memo from the art project director to all supervisors and art teachers, the following objectives were stated:

- (a) To improve children's attitudes toward school.
- (b) To discover and encourage children talented in art.
- (c) To provide all children with a nonverbal means of expressing personal ideas and feelings.
- (d) To provide a constructive use of leisure time.
- (e) To stimulate community interest through exhibitions of children's work.
- (f) To encourage reading about art and artists.
- (g) To increase understanding of the needs of the deprived child; to design the art experience so as to meet these needs.

Assumptions (1) The consultants assumed that the program would conform to the project description. (2) They assumed, also, that the program benefited from the experience of last spring and summer when similar Title I programs were administered by the Art Department of the Board of Education.

Scope of the Evaluation Two art consultants were retained to design instruments, plan the art evaluation, and conduct extensive interviews with administrators, supervisors, teachers, and art specialists. They visited

the AfterSchool Study Centers to observe the program in operation. Research was also conducted into the nature of other federally assisted art programs in the United States.

#### PROCEDURES OF THE ART EVALUATION

The Art Evaluation Team checklist (Appendix B) was revised in the light of last year's experience. A new Summary Graph evaluation instrument resulted (Appendix B). A third instrument was devised based on material suggested in "The Use of Art in Compensatory Education Projects,"<sup>2</sup> published by the Urban Child Center of the University of Chicago.

A teacher questionnaire was devised to measure teacher background, attitude toward the disadvantaged child, and reaction to this year's ASSC (Appendix B).

An attempt was made to concentrate on innovations in teaching technique, teacher-pupil relations, and student activities appropriate to the disadvantaged child. Stress was placed on interviews with art supervisors of outstanding ability, with artist-teachers, with administrative personnel, with liaison personnel to the nonpublic schools, United Federation of Teachers Union Officials, and on visits to programs of similar nature in nearby communities. School visits were limited on the assumption that greater value could be gained from the other techniques listed above.

#### After School Study Center Visits by Evaluation Team

Nine school visits were made by the two consultants simultaneously.

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<sup>2</sup> "The Use of Art in Compensatory Education Projects," Urban Child Center, University of Chicago, 1966.

One consultant made a written evaluation report for each school; the other consultant interviewed the ASSC principal and the art teacher, and talked informally with students in the art class.

#### Teacher Attitude Toward Classroom Facilities

Forty-one teachers out of 66 reported that their classroom was attractive and that other facilities were excellent; 13 teachers reported the classroom adequate but unattractive; only 12 respondents reported the classroom as too small and poorly equipped. Forty-eight teachers reported that classroom and facilities suited the age range of their pupils while 18 felt the facilities were unsuitable.

#### Consultant Observation on Classroom Facilities

Of the nine schools visited, six were rated average or below and only three classrooms were rated above average, although the consensus obtained from questionnaires, interviews, and observations was that, in contrast to previous enrichment programs, most of the rooms provided were well suited to art activities. They were equipped with sinks, had proper furniture (movable desks and work tables), and the rooms were well lighted.

#### Exhibition and Storage Space

Teachers reported that only 18 out of 66 classrooms had adequate exhibition space and only 20 out of 66 classrooms had adequate storage space. As indicated by the evaluation team's own observations and through interviews with principals, supervisors, and classroom teachers, storage and exhibition facilities for the after-school program were inadequate. Often, lack of storage space, particularly for three-dimensional projects, seriously inhibited the program, limiting the kinds of art experience that were feasible.

It appeared that these matters were left to the individual ASSC principals and teachers to resolve. There was a great disparity in the results reported. Usually the ASSC art teacher was from another school and existing facilities often had to be shared with day school programs. Sometimes, supplies intended for the ASSC teacher became mixed with day school supplies. Friction often resulted with day school personnel.

In the final months, an effort was made, by the program supervisors at the Board of Education, to distribute storage closets for ASSC use exclusively. It is recommended that this equipment be made available to future programs.

#### Art Supplies and Equipment

An excellent and varied list of materials was ordered for each ASSC. In addition, each teacher was funded a personal purchase allotment of ten dollars. Vigorous steps were taken by the Art Bureau to assure early arrival of supplies.

#### Teacher Appraisal of Supply and Equipment Availability

Of 66 teachers responding, eight teachers reported equipment very adequate, 39 adequate, and 19 less than adequate. In terms of books, equipment, and materials, 27 teachers reported no shortages, 18 few shortages, and 21 reported severe shortages. By way of contrast, 34 reported that they brought in a large amount of personal materials, 20 brought in some materials, and 12 reported they brought in little or no supplies.

#### Consultant Evaluation of supply and equipment situation

Despite continuing problems with the late distribution of essential supplies combined with difficulties of handling and storage of these supplies



in the ASSC, the overall situation was improved greatly over previous Title I art programs. The supply list was expanded, including many items not previously offered. Coincidental with this, there has been a welcome emphasis placed on innovations in technique as well as on approach by the Art Department. It was disappointing to hear from department supervisors that teachers had not taken advantage of the discretionary funds available to them. Increased realization that this money is available to them as well as orientation and followup by their supervisors would insure proper expenditure of this newly acquired resource.

#### Influence of Board of Education Policy on Program

(1) Current policy required that all students in the ASSC's must be at grade level in reading before they might be admitted to other than the remedial reading after-school courses. In practice this requirement may have eliminated many disadvantaged children from the after-school enrichment program. (2) The reduction of salary of some art teachers, equalizing it with those of other specialists, created some dissatisfaction.

#### The Role of the Art Coordinator

The art coordinator inaugurated and emphasized the quest for innovation in the ASSC's. The hiring of artist-teachers; the careful dissemination of information about the disadvantaged child to supervisors and teachers; the introduction of discretionary supply funds for individual teachers; and the seeking out of new techniques and materials to aid the teacher, all indicated vital and imaginative leadership. Other activities such as conferences on the disadvantaged at the Museum of Modern Art, the extensive purchase of the Weekly Reader art appreciation kits, and the expanded exhibition schedule

of ASSC children's art works indicated the practice of sound administration.

#### The Role of the ASSC Supervisor

Often the ASSC supervisor was distracted from his work of supervision by menial clerical and policing tasks. In general, the supervisor ranked second only to the teachers in his contribution to the success of the after-school centers. In some measure, he conditioned the teacher's effectiveness, since he was the source of essential support, services, and supervision. His recommendations were sought on staffing decisions, when qualified teachers were not available. The lack of certification of elementary education art specialists sometimes limited him in selecting proper staff.

It is safe to conclude that, to a considerable extent, each school situation reflected the supervisor's energy and outlook, and these varied widely, with little guidance from the Board of Education. Some supervisors were convinced of the value of art in a child's development, while many others felt that the art activity was peripheral to the remedial programs. A few supervisors exercised imagination and initiative in structuring their study centers to respond to needs, even permitting children to spend one hour in remedial classes and one in art or music, if they wished, so as to maintain participation by many children who would otherwise not attend at all. But the majority simply followed directives.

#### The Role of the Field Supervisor

The field supervisors represent one of the project's strongest supports. They were knowledgeable and dedicated educators who performed the necessary function of liaison between the Board of Education and the classroom teachers. They implemented the goals of the program through the vehicle of

(1) visits to the schools to observe each teacher several times during the school year, (2) teacher training conferences where teachers shared mutual problems, (3) maintaining rapport with the ASSC supervisor, and, (4) in some cases, publishing an excellent monthly newsletter on how the program was functioning, innovations observed in the schools, and other information.

#### Background of the Field Supervisors

All of the 12 field supervisors were high school art chairmen. Elementary level art supervisors could not serve as advisors to the ASSC program because their official duties did not end until five P.M.

#### Need for Teacher Training Workshops and Conference Time for Meetings between the Field Supervisor and the Art Teacher

If the field supervisor wished to confer with an art teacher, he had to steal time from the teacher's classroom duties. Teacher training would be improved with more extensive workshops conducted by personnel thoroughly experienced with elementary art problems.

#### Criteria for Selection of Teachers

The Art Bureau established excellent criteria for the selection of qualified ASSC art personnel. In many cases, qualified applicants were simply not available for two hours of duty per day commencing at 3:15 in the afternoon. In the absence of qualified personnel, day and after-school elementary principals made recommendations for staffing. Often, these decisions were based on the principal's familiarity with personnel in his own school; usually the elementary art teacher was a common branch teacher with interest in art but with few qualifications for teaching it.



### Background of Art Teachers in ASSC Program, 1966-67

Of the 66 respondents, 41 taught in the New York City day school program. Of these 41, 20 taught ASSC classes in the same day school while 21 taught in other day schools. Sixteen teachers were male and 50 female. Sixty-one respondents reported that most held full-time day school positions; only five did not. Of this group, 42 held regular day school licenses and 24 were substitutes.

Forty-two teachers reported that they taught on the elementary level; 19 were secondary teachers, and five had licenses on more than one level.

Forty respondents reported that they taught art in the day school and 26 taught other subjects.

Ten teachers taught only one day per week in the ASSC program, four taught two days, and 52 taught all three days.

### General Evaluation of Staffing of the AfterSchool Study Center Art Program

Teacher questionnaires, consultant interviews with teachers and supervisors, and consultant visits to schools indicated that staffing of this year's program was good. The quality of the student work observed indicated that the program was successful in terms of teaching performance.

### Role of the Art Bureau in Strengthening Teaching Performance

The National Advisory Council on the Education of Disadvantaged Children stated in a report dated November 25, 1966:

For the most part, projects (for the disadvantaged) are piecemeal, fragmented efforts at remediation or vaguely directed enrichment. It is extremely rare to find strategically planned, comprehensive programs or change.

The Art Department took strong steps to advise teachers on the particular problems of the disadvantaged child. An essay by Millard H. Black on the "Characteristics of the Culturally Disadvantaged Child," and material from the book entitled, Art Education for the Disadvantaged Child by Jane Neale, was distributed to each teacher. Supervisors were provided with copies of "The Use of Art in Compensatory Education Projects," published by the Urban Child Center of the University of Chicago.

#### Conference on Art for the Disadvantaged

On February 25, 1967, a conference was held at the Museum of Modern Art for all teachers in the program to deal with problems of art for the disadvantaged. This program was well attended.

#### Assessment of Teaching Methods and Performance

Consultant classroom observers, although limited in this evaluation, found the quality of teaching performance to be very good. Interviews with supervisors and administrators tended to reinforce this impression.<sup>3</sup> Many outstanding teachers participated in this program and the excellent results were due primarily to their performance.

Teacher Reports on Classroom Organization: In response to the question, "Do you find that children in your classes work better in a permissive, partially structured, or highly structured classroom environment?" 14 teachers reported that a permissive environment was preferable, 47 preferred a

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<sup>3</sup>All interviews are on file at the Center for Urban Education.

partly structured classroom, and 8 preferred a highly structured classroom.

#### Curriculum Provided by the Art Department

An excellent series of suggested projects were conveyed to the art teachers from the Art Department. As noted above, the supply kits furnished to the teachers made it possible for them to experiment widely with materials and new techniques.

#### Nature of Art Activities

Projects were conducted in all areas of art experience; painting, drawing, stitchery, collage, assemblage, weaving, mosaics, paper maché sculpture, puppetry, wood assemblage sculpture, masks, mobiles, ceramics, and plaster of paris were used.

#### Appropriateness of Projects in Motivating the Disadvantaged Child

When teachers were asked what projects were particularly successful in motivating the disadvantaged child, they replied as follows: murals (2 teachers suggested this project), three-dimensional projects (14), infinite variety (1), paper maché (19), puppets (18), painting (32), stitchery (10), collage (14), woodcraft (11), masks (2), two-dimensional art of all types (1), large walk-in sculpture (1), soap sculpture (4), drawing (2), paper mosaics (2), glass mosaics (1), plaster of paris (2), ceramics (1), weaving (8), crayons (2), paper sculpture (3), wire sculpture (2), and crafts (2).

#### General Evaluation of Art Activities

The range and depth of art activities was excellent in this program, in the opinion of the evaluators who visited these classes.

### Attendance

Attendance varied widely from center to center, generally responsive to two main factors:

- (1) The individual teacher
- (2) The quality and degree of personal effort in promoting the program made by principals and teachers, including repeated direct contact with parents, nonpublic school principals and teachers, and frequent announcements and posted displays, etc., to interest children.

### Class Compositions

Class size ranged from fewer than 10 to as many as 30 students, with the elementary grades from 2nd through 6th being represented, the majority of students coming from the upper three grades. There were more girls than boys, in a ratio of better than 3 to 2.

### NonPublic and Public School Attendance

Patterns of attendance of public and nonpublic school children differed. The former showed a progressive improvement as a whole, whereas the latter, originally less than 39 per cent of the total, declined considerably with the advent of winter's early darkness and bad weather, and picked up again somewhat during the spring. The nonpublic school representation never quite returned to its beginning level, however, and toward the end of the program approximated one-third of the total number participating. Nonpublic school students had to travel to the Afterschool Centers while many public school children were already in their school.

### Grade Levels Served

Seven teachers taught only grade levels two to four in the ASSC's; four teachers taught only grades four to six; and 55 teachers reported that their classes consisted of children from grades two to six.

### Estimated Total Attendance in Program

The art bureau reported that 376,250 pupil sessions were held in art during this year's program. Approximately 11,000 pupils were served.

### Teacher Estimation of Student Motivation

Fifty-four teachers reported that students were highly motivated and entered into activities enthusiastically, 18 teachers reported that students were motivated fairly well, and two teachers reported that children did not participate well. Many teachers added the comment that they found work with disadvantaged children especially rewarding.

### Quality of the Program

The After-School Study Centers provided a rich and varied experience in art for thousands of disadvantaged New York City school children.

Needless to say, in a program of such vast scope, quality of instruction and depth of experience will vary considerably. As was expected, the ability of the classroom art teacher to motivate her children was the overriding single factor in producing successful results. However, classroom observations, interviews with administrators, principals, art supervisors, art teachers, art specialists, and participating children all tended to reinforce the strong impression that this program was successful in achieving voluntary and enthusiastic attendance by disadvantaged children of elementary school age.



### Supplies and Equipment

Adequate materials were made available to the classroom art teacher to provide a varied, well conceived art experience. The supply list was expanded to include many items not previously offered. Also, there was an emphasis placed on innovations in techniques, as well as approach, by the art bureau.

### Assessment of the Art Work

There was a wide range and variety of products from this program. Much of the success might be attributed to sound preplanning of supplies made available to the teachers. The esthetic quality of the works produced was high; it was a result of highly creative and inventive student effort. Such results suggest that disadvantaged children, through such programs, can produce art work of a quality equal to that done by more advantaged children.

### Innovations of the AfterSchool Center Art Program

(1) The introduction of an artist-consultant to the program, a visiting creative artist with whom children of similar ethnic background might identify, was an outstanding success. Interviews with Raymond Saunders, the first such artist-consultant, and discussions with supervisors indicated that this addition to the program may ultimately prove to be one of its significant features.

(2) The experiment to engage Leonard Meiselman to teach and recruit children to make a sculptured mural for the New York City "vest-pocket" parks was an excellent extension of this program into the community.

(3) The extended range of supplies made available to teachers, including the discretionary teacher supply fund (although not adequately utilized by teachers), was an innovation which should be continued, with concerted supervisory efforts to show teachers how to utilize these extra funds effectively.

#### Art Exhibitions

Many exhibits were held in local AfterSchool Study Centers. Other exhibitions were held by participating nonpublic schools. Final shows at the end of the school year in public libraries, public parks, and at the Board of Education were planned to bring the works before the public.

#### Recommendations

Staffing of Art Field Supervisors: The art field supervisor is one key to the success of the After School Study Centers for art. He should be able to conduct teacher-training workshops for the many relatively inexperienced art teachers who staff this program. He should also be able to give demonstrations in the classrooms, working with disadvantaged children on the elementary level. At present, Board of Education regulations preclude the participation of trained elementary art field supervisors because their day school duties do not end until 5 P.M. Although the present supervisors, who are high school chairmen, are well trained in art for all academic levels, and many have elementary art backgrounds it would seem that they might benefit from contact with some practicing elementary level art supervisors. As openings occur for art supervisory positions next year, the Board of Education might consider making provision for elementary level art field supervisors to service part of the after school study center art program.

Conference Time for Teachers to Meet with Art Field Supervisors: At present, art field supervisors visit each ASSC at least twice during the school year. Perhaps arrangements could be made to dismiss the art classes early occasionally, so that the field supervisors might confer with the art teacher.

Staffing of Teachers: The present guidelines for choosing the art staff should be adequate. When personnel with proper qualifications are not available, school principals' recommendations to the Art Department are the only means of recruiting staff. The art consultant staff of the evaluation team recommends two possible improvements:

- (1) Recommendations by day school elementary art supervisors should be considered in addition to principals' recommendations for staffing.
- (2) Ultimately, the Board of Education should provide for licensing of elementary art specialists. Licensing of elementary art specialists would provide for adequate staffing of both day and afterschool art programs.

Staffing of Artist-Teachers: This innovation should be expanded next year. The artist-teacher gave the children of the afterschool study centers the opportunity to experience, directly in a classroom situation and on supervised field trips, the unique attributes of the creative artist. If possible, a number of these artist-teachers should be male because of the particular need for such identification among disadvantaged boys. One artist-teacher should be assigned to each art supervisor to circulate among the schools in his district.



Recruiting and Hiring of Community Advisors in the Humanities: The program in the humanities offered on the elementary level by art director Leo C. Irrera in the Newburgh Public Schools has proved to be a bold, new step in educational concepts designed to deal with elementary level disadvantaged children. The evaluation team visited this program and concluded that it offers unique advantages. The conscious relating of art experiences to the broader scope of humanities including poetry, literature, music, and social history may eventually strengthen all programs which deal with poor children. In this context, the authors suggest the following innovations for next year's AfterSchool Study Centers in Art: Negro and Puerto Rican adult males with high school diplomas and demonstrated ability to work effectively in art with elementary school children, might be hired as community advisors in the humanities to function in cooperation with art supervisors, artist-teachers, and classroom art teachers. Their duties would be to visit the after-school study centers on a rotating basis to lecture on art, demonstrate art and craft techniques, and accompany after-school center teachers and children on Saturday field trips. The participation of intelligent, successful, adult Negro and Puerto Rican males in this program could serve to provide models with whom the disadvantaged children, particularly boys, in the program might relate.

Field Trips: Funds should be made available to remunerate all after-school center art teachers, artist-teachers, and community advisors in the humanities, to enable them to conduct Saturday field trips to museums, art exhibitions, sketching and painting trips, and other appropriate cultural activities. The values of these excursions outside the ghetto cannot be overestimated. Too often the disadvantaged child never ventures beyond his

immediate neighborhood. A program of out of school cultural events has been inaugurated in Chicago by the Institute for Cultural Development and the Chicago School Board.<sup>4</sup> This program stressed field trips outside the school neighborhood. A subjective evaluation by teachers and principals was made. Findings indicated that pupil attitudes toward school were improved, as was motivation toward academic programs.

Location of the Study Centers: A pilot program should be funded to locate key after-school study centers in housing developments and perhaps storefronts where the disadvantaged child actually resides. The Head Start projects offer a successful precedent. Present after-school centers located in public schools often fail to attract the "hard core" disadvantaged child. It was evident that participation by nonpublic school children under present circumstances was light. The home situation in families, where the mother works to support her children, often precludes their participation in any activity taking place at an inconvenient distance from the home.

If these centers could be located conveniently, it seems possible that many more "hard core" disadvantaged children could be induced to enter the program. Administrative and custodial supervision would have to be established and maintained if such neighborhood centers are to be successful.

Discretionary Funds for Art Supplies: This program should be continued and its potential made apparent to each art teacher.

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<sup>4</sup>Correspondence with Mrs. James H. Woods, Executive Director of Urban Gateways, Institute for Cultural Development, 1425 South Racine Avenue, Chicago, Illinois, 60608, March 31, 1967.

Photographic Supplies for Program: The suggestion has been made by administrators and art specialists that the addition of photography to the after-school art program would be of great value. Such an activity could go far in developing perceptual and esthetic awareness, and a different outlook upon the visual world.

Additional Aides for the ASSC's: School principals often were distracted from administrative duties by problems of policing the halls. Perhaps nonprofessional help, such as teacher aides from the neighborhood, might be recruited to help in this capacity.

## HEALTH EDUCATION

### Evaluative Procedure

A stratified random sample of 15 schools was selected for evaluation. The sample for each borough was proportionate to the number of Title I Health Education Programs in the borough: Brooklyn, 5 schools; Manhattan, 5 schools; Bronx, 3 schools; Queens, 1 school; and, Richmond 1 school.

There were three evaluators; all were experienced teachers of physical education.

A survey form (Appendix B) was developed and distributed to the 15 schools in the sample. These forms were filled out by teachers employed in the Title I Health Education Programs. Most of the information sought on the survey form reflected the expressed intent of the health education program as described in the "Application for Federal Assistance...", and in the series of bulletins issued by the Board of Education Project Coordinator for Health Education.

Each of the 15 schools was visited by a member of the evaluation team. The evaluator collected the survey form and checked on its accuracy and completeness. In addition, the evaluator systematically observed and assessed the ongoing program on the day of the visitation. A guide for the "Evaluation of the Conduct of Physical Education Activities" (Appendix B) was developed for use by the evaluators. The guide directed the evaluators to observe and assess the content of the instructional program, the teacher's performance, the organization of the teaching situation, the use of facilities and equipment, and the conduct of other supervised activities. The validity of the data collected was limited in that a good deal of it was based on the subjective judgments and estimates made by the teachers who

filled out the survey forms.

### Health Education

The chief purpose of the special potential classes in health education was to improve the physical fitness of disadvantaged children. The program was to be educational in nature.

### Variability Among Programs

There was considerable variation in the content, organization, and conduct of the programs studied. They ranged in quality from very good to very poor.

### Teaching Personnel

Of the 28 teachers employed in the 15 programs, 11 were licensed teachers in health education. Interestingly enough, however, there appeared to be little relationship between the presence of specialists and the quality of instruction (as judged by the evaluators). In part, this seemed to be due to the fact that the specialists came from the secondary schools and had difficulty adapting their methods and content to the needs and abilities of elementary school children.

### The Quality and Quantity of Instruction

Judgments about observed teaching performance varied considerably. In five instances the teaching was good, in three cases the teaching was poor, in two schools the program was recreational and no teaching took place, and in the remaining five schools it was moderately effective.

In a few programs the instructional setting was well organized to provide for effective student control and efficient learning. In the majority



of schools, however, the organization of the instructional setting was deficient. The more common reasons were: (1) organizing practice in such a way that students spent almost all their time waiting their turn (i.e., inactive); (2) inability to effectively control pupil behavior - in part due to poor facilities and interference from other groups; (3) utilizing techniques of control applicable to large classes of high school students, but not to small groups of elementary students; and (4) failure to group students according to age level and ability.

Although the program was supposed to be instructional and not recreational (according to policy statements), the data suggest that this was not always the case. Nine schools reported that they devoted 50 per cent or less of the program time to instruction. The great majority of the programs devoted a small part of the two-hour session to instruction -- even less time than was indicated by the teachers on the survey form. A few teachers believed that the program should be recreational and conducted their sessions accordingly. It may be unrealistic to expect that a two-hour afterschool program in physical education can be devoted primarily to instruction. In planning future programs, a policy decision on this moot question is recommended.

The pupils' response to the instruction offered seemed to vary with the quality of the instruction. The few outstanding instructional sessions yielded enthusiastic student response. In the remaining programs the students' response ranged from tolerant to disinterested to rebellious. For the most part, however, the students appeared satisfied with those portions of the program where they were allowed to "play games by themselves."

### Physical Fitness

Two of the major objectives of the program were: (1) "to identify the underdeveloped pupil by administering the national (P.C.Y.F.) physical fitness screening test," and (2) "to provide experiences for the underdeveloped pupil which will help him achieve fitness status." Eleven schools administered the test, and five were able to identify the students who failed. Two of these schools provided individualized programs to improve the fitness level of the failures. Of the 1377 registered pupils in the 15 schools, there was a record of only 18 failures - i.e., underdeveloped pupils. This would seem to indicate that either the test was not appropriate, or there were not many underdeveloped pupils in the program, or the testing was not carefully administered. A combination of these three factors was probably at work. In any event, a total reexamination of this phase of the program is called for.

In 12 of the 15 schools visited, the observed program consisted, in part, of 10 to 20 minutes of group calisthenics. In about half of these programs the exercises were appropriate for students and were judged to be of value. In the other half, the exercises were inappropriate, or poorly directed, or the students simply "went through the motions."

If fitness training is to play a large part in the enrichment program, and if it is to have value for students, a great deal more energy and imagination will need to be devoted to the design of the training program. The haphazard administration of a simple fitness test, and an occasional group exercise will not suffice.



### Other Activities in the Program

According to survey responses, about half the schools offered a reasonable variety of physical education activities. A few schools offered an extensive variety, while a few other schools concentrated almost exclusively on the team sports of volleyball and basketball, and leadup games to these sports. In general, highly organized team games were emphasized (basketball, volleyball, and softball). Individual sports (track and field, gymnastics, etc.), dance, and games of low organization received less attention. There was a tendency to offer activities that one might expect to find in secondary school physical education programs instead of such activities which are a normal part of elementary school physical education.

Although 13 schools claimed to have used the bulletin "Physical Education Activities for the Elementary Schools" as a guide in planning activities, the activities actually offered did not reflect this use.

A few programs were developed through careful planning. In the majority of schools, however, this does not seem to have been the case. Eight schools had no written plan of activities.

### Supervision

All schools had been visited relatively frequently by members of the supervisory staff. In almost all cases the teachers credited the supervisors with having provided valuable assistance. The evaluators, however, felt the need for more and closer supervision.

### Facilities

In six schools the indoor area was quite inadequate (e.g., lunchroom, basement playroom, classroom) for the purpose of carrying out an "enrichment" program. (In several cases these supplementary spaces had to be used because the community center recreation program used the gymnasium.) In two

additional schools, the Title I program was forced to share a gymnasium with the community center recreation program. In both instances the sharing severely limited the operation of the Title I program. In almost all of these eight schools the limited facilities virtually precluded the possibility of conducting a well-rounded health education program.

According to survey responses, seven schools reported conflict between their Title I program and a community center program for the use of facilities; in all cases the conflict resulted in limiting the scope and quality of the Title I program. Obviously, there is a need to avoid such conflict in the future.

#### Equipment

In the majority of schools the available equipment was adequate in variety and quantity. In a few instances, however, the equipment did not arrive until April.

Surprisingly enough, there was a notable under-use of the equipment available in seven schools, for example, using one basketball for 16 pupils, when five or six additional balls were available. This reflected the general approach to instruction that was found in several programs, i.e., one or two students practiced at a time, while the others watched.

#### Administrative Factors

Most administrative features of the program were well cared for. Virtually all schools kept attendance records, had medical consent forms on file, and had procedures for obtaining medical assistance. For the most part adequate steps were taken to provide for the safety of the pupils.

### Attendance

Although precise figures to estimate attendance trends were not always immediately available, several of the 15 programs suffered appreciable decrements in pupil attendance during the year. In particular, there was a substantial drop in attendance among girls and among nonpublic-school pupils.

The decline in female pupils may well have been due to the nature of the programs offered at the schools. In most cases, the activities and the instruction were not of the type that would be attractive to girls.

The problem of nonpublic-school pupils' attendance seems to be more involved. A variety of factors were mentioned by teachers to account for the decline. This problem should be given serious attention in the future.

### Improvement in Comparison with the 1965-66 Title I Program

It seems advisable to take note of several improvements in this year's program compared with last year's. The most notable ones are:

- (1) More frequent attempts to provide meaningful instruction.
- (2) More awareness on the part of teachers of the purposes and policies which direct the program.
- (3) More and better equipment.
- (4) Health records were maintained for all pupils.

### Suggestions

One fact seems clear, the decision to continue the Title I AfterSchool Health Education Program should be contingent upon assurances that significant improvements can be made. Future programs should provide for more teachers trained in elementary health education.

Programs should not be offered in schools where proper physical facilities are not available. If the program is to be remedial in nature, space must be provided for special remedial activities: Centers should not be set up in schools where a competing community physical education Program is being conducted.

Consideration should be given to such activities as dance and other programs of interest to girls which could be oriented toward physical fitness as well as recreational in nature.

It may be worthwhile to consider reducing the size of the total undertaking to insure better quality in the programs that are offered.

## CHAPTER V

### CONCLUSION

The After School Study Centers offered classes in remedial reading, remedial arithmetic, homework, library, English as a second language, music, art, and health education. Approximately 30,000 children attended these classes throughout the school year. A total of 1,570 classes were set up in 120 public and 5 nonpublic school buildings. The classes offered instruction to disadvantaged children from both public and nonpublic schools. Classes generally met three days a week for two hours each day.

One of the most crucial problems facing the centers was that of pupil attendance. Attendance in the program was entirely voluntary. This was good in the respect that it forced the teachers to innovate, and to constantly motivate the children to continue in the program. However, there were many other factors affecting attendance. Pupils excused early on Wednesdays for religious instruction often did not return for the after school classes. During the winter months, many parents did not want their children coming home after dark. Many nonpublic schools stopped sending children to the after school centers when day school programs in reading and arithmetic classes were set up in their own schools under another Title I program. The observers felt that there was still inadequate articulation between the public and nonpublic schools and that many nonpublic school principals and parents were not fully aware of the programs available to their children.

Attendance tended to lag again toward the end of the year. It might be advisable to end the program in April rather than May so that the classes



would not have to compete with outdoor recreation.

In many centers, the supervisor spent a large portion of his time in hall supervision and clerical details. It would be advisable to hire school aides for this purpose. These aides could be recruited from the community, and could also be used to meet the children at the feeder schools, accompany them to the center and then back to the feeder school. This might serve to increase nonpublic school attendance.

In some centers there was a conflict for use of space between Community Education Programs and the After School Study Centers. Such conflicts should be resolved in the planning stage of the program.

Continuous service of supervisor and teacher would be desirable. The apparent benefits of continuous consistent supervision and continuous consistent teaching are destroyed when split assignments are permitted.

Centers should be allowed time for staff conferences. Such items as objectives, lesson plans, and program scheduling could then be discussed.

The observers found many improvements over last year's program:

Materials were adequate and were recieved in time for the program.

Attendance lists were kept and feeder schools were appraised of those children not attending the classes.

Facilities were generally good. Some centers still lacked adequate storage space.

Teachers were licensed by the Board of Education but were not always trained for the level at which they were teaching. The ASSC supervisors and field supervisors, however, gave the teachers as much help as was possible through workshops, printed materials, and supervision.

Pupil attendance, while erratic, was greatly improved over last year's rate, and both teachers and pupils were in general enthusiastic.

Some centers were successful in dividing the program in such a way that children could participate in both the tutorial and the enrichment parts of the program.

Many methods such as the use of achievement certificates, assembly awards, report cards, and membership cards were used to increase motivation. Library classes presented puppet shows, reading classes put on plays, music classes presented concerts, and art classes put on exhibits. These programs were presented for the benefit of both the centers and the communities.

Teachers would have liked better communication between the After School Center and the day school. It would have been beneficial to both the ASSC and the day school teachers to have exchanged reports on the pupils.

Outside of citywide tests and teacher-made tests, no diagnostic testing was conducted. One of the objectives of the enrichment part of the program was the identification of talent. This would imply some evaluation of this area.

Some schools were observed serving snacks. The practice seemed to be worthwhile and should be considered as a future possibility for all centers.

A basic handbook should be prepared to inform nonpublic school personnel and the community about the offerings, procedures, and objectives of the after school centers.



The newsletter (Appendix A) prepared by the project coordinators was an important vehicle for morale building, exchange of ideas, and the dissemination of information. It should be continued.

The children studied in the sample did not overcome their deficiency in reading but many did succeed in reducing the extent of their retardation during the six-month period between the September 1966 and April 1967 citywide tests. During this period, children in grade two gained ten months in reading, third graders gained nine months, fourth graders gained seven months, fifth graders gained eight months, and sixth graders gained seven months.

The project coordinators and field supervisors engaged in continuous self-evaluation throughout the project. Thus, many of the recommendations of the report actually came from the supervisors and teachers as well as from the observation teams.

CENTER FOR URBAN EDUCATION  
33 West 42 Street, New York

Title I Evaluations

GENERAL RESEARCH PROSPECTUS FOR THE EVALUATION OF THE MUSIC AND ART TITLE I EVALUATION.

The emphasis of this evaluation will be to determine what benefits the parochial schools are receiving from these particular programs, the specific objectives of the programs, and the manner in which these objectives are being implemented and achieved.

AREAS IN WHICH DATA WILL BE GATHERED:

I. Physical situation and limitations

- A. Scheduling - number of meetings and time allotted
- B. Number of students
- C. Manner of grouping
- D. Facilities
  - 1. room size and arrangement
  - 2. availability of piano, classroom phonograph, etc.
- E. Materials
  - 1. Quantity
  - 2. Suitability
  - 3. Quality

II. Personnel

- A. Staff - background, duties and responsibilities, relationships and means of communication.
  - 1. Administrators
  - 2. Supervisors
  - 3. Liaisons
  - 4. Teachers
- B. Students
  - 1. Age
  - 2. Sex
  - 3. Ethnic groups
  - 4. Denominational background
  - 5. Voluntary involvement
  - 6. Attendance

III. Objectives

- A. General Objectives of the Program
- B. Instructional Objectives (These will be grouped into the three specific areas of learning: cognitive, affective, and psychomotor.)

Criteria for evaluating the objectives:

- 1. Have any instructional objectives been stated?
- 2. How were these objectives formulated - administration, teacher, or students-teacher?

## Educational Enrichment General Research Prospectus

3. Are the objectives stated in terms of overt behavior?
4. Are all levels of learning included?
5. Are they consistent with the broad objectives of the program?
6. Are they realistic enough to be achieved?
7. Does the teacher utilize these objectives in his own evaluation?

## IV. Content -- (Stated in terms of objectives) Three general areas:

## A. Music

1. Skills
2. Literature
3. Concepts
  - a. Melody
  - b. Rhythm
  - c. Harmony
  - d. Form
  - e. Expression
  - f. Style

## B. Art

1. Skills
2. Literature - Art History, Aesthetics, Art Education
3. Concepts
  - a. Two-Dimensional Art
    1. Line
    2. Shape
    3. Texture
    4. Rhythm
    5. Color
    6. Design
  - b. Three-Dimensional Art
    1. Object environment relationship
    2. 3-Dimensional form concepts
    3. Design
  - c. Form (two & three dimensional concepts)
  - d. Expression
  - e. Style

## V. Experiences (Methods and Activities)

## A. Teacher Methods - Music

1. Provides varied musical experiences for the group and individuals
2. Lecture
3. Discussion
4. Problem solving
5. Imaginative use of facilities and materials
6. Encourages outside exploration
7. Student-initiated activities
8. Creative approach to content and materials
9. Pace flexible to student interests and needs
10. Logical sequence

B. Teacher Methods - Art

1. Provides varied art experiences for the group and the individual
2. Lecture
3. Discussion
4. Problem solving
5. Imaginative use of facilities and materials
6. Encourages outside exploration
7. Student - indicated activities
8. Creative approach to content and materials
9. Pace flexible to student interests and needs
10. Logical sequence
11. Use of audio-visual aids

C. Student Activities - Music

1. Listening
2. Singing
3. Playing
4. Moving (Rhythm)
5. Creating
6. Reading
7. Discussion
8. Group activities
9. Field Trips
10. Literature
11. Individual attention

D. Student Activities

1. Drawing (pencil, pen, crayon)
2. Painting (tempera, water color), mixed media
3. Three dimensional art (clay, foam glass, metal, paper, salt block, wire, wood)
4. Craft experience (cardboard, clay, cloth, metal, paper, plastics, need, textiles, wire, wood, yarn)
5. Class discussion of art concepts, art history
6. Use of group art activities (murals, decorations, exhibits of student work)
7. Field trips (outdoor sketching, museum visits, etc.)
8. Use of art books and magazines in classroom
9. Individual attention

VI. Attitudes and Process of Organization

Use of interviews and questionnaires to obtain the views of all the people involved:

A. Legitimation

Do people involved feel it is a legitimate program?

B. Validation

Does the present operation validly achieve the legitimate aims of the program?

C. Organization and communication

D. Participation and involvement

E. Tangency (adequate mediation between the groups involved)

# ASSC Newsletter

BOARD OF EDUCATION OF THE CITY OF NEW YORK  
OFFICE OF STATE & FEDERALLY-ASSISTED PROGRAMS  
AFTER SCHOOL STUDY CENTERS

141 Livingston Street, Brooklyn, N.Y. 11201

Vol. 1 No.2

March 1967

\* \* \* \*

CHEERS FOR P.S. 316 K

\* \* \* \*

\*

\*

\* "ASSC 316K held an Open House March 1, 1967. Parents from both  
\* the public and non-public school (St. Teresa of Avila) came  
\* for a special program. Mr. Al Schwartz, Human Relations Co-  
ordinator, District 17, spoke to the assembled parents and  
clergy. This was followed by refreshments in the faculty  
lunchroom. The highlight of the afternoon was a complete  
tour of both the tutorial and enrichment classrooms. The  
guests visited every aspect of the Study Center. Their appre-  
\* ciative comments on the program in general and 316 in partic- \*  
\* ular were unanimous." \*

\*

\*

\* \* \* \*

\* \* \* \*

## BOUQUETS FOR ASSC

## PROUD MOMENTS

261K "—Amando, a recent arrival would not talk to anyone in class. After attending a reading group for three weeks, he suddenly began to answer Mrs. B. Levy's questions and now participates fully there and in his daytime classes. The consensus is that the center program deserves the credit for this change." Aaron C. Pinta- Field Supervisor

202K presented a program, "An Afternoon of Music," at a well-attended assembly of public and non-public school parents. Children played their song flutes and also accompanied a recording of classical music with rhythm instruments. Miss E. Weber and Mr. V. Stanton were responsible for this delight.

42X distributed to its reading teachers two excellent brochures: "Suggested Activities for the Tutorial Program" by Mrs. Dorothy Gruber, District 9 Reading Consultant and "A Suggested Format for the ASSC Reading Lesson" by Miss Clarice Pohoriles, P.S. 42X Corrective Reading Teacher.

3K Shirley Maiman and Myron Goldberg, art teachers, arranged the following fine program: Slides of children's art work with a tape recording made by the children describing their works were shown to parents of public and non-public school children. Non-public school participation substantially increased as a result of this program.

9K has a Future Teachers Club: Volunteer pupils from sixth grade are assigned to the reading and art teachers to assist individual pupils on a one-to-one basis under the guidance of the ASSC teacher.

199M "Flags and Banners" exhibition, March 14 through 21, was sparked by Karin Peters, art teacher, whose pupils used the felt supplied by the center.

FREE! "12 Steps to Reading Success"  
American Education Publications, 1250  
Fairwood Ave., Columbus, Ohio 43216

9M travels to 75M to meet for athletic events. Escort service for pupils is being arranged by Mr. S. Peltz, Field Supervisor in H. ED. for these centers.



## ASSC Newsletter

## DO YOU KNOW ...?

52Q recommends Teacher's Guide for Remedial Reading by W. Kottmeyer

ASSC suggests Puerto Ricans-Strangers then Neighbors by Clarence Senior

## HAVE YOU TRIED...?

155K, to stimulate participation in the art program, displayed attractively the art media available to the children.

16K has many new arrivals from Latin American countries. Miss Sandra Kaplan uses games, puppets, telephones, piano, neighborhood walks and talks by prominent community figures to accelerate the children's learning of English.

Several ASSC have sent out dual language letters to parents acquainting them with the activities of the program...

130M mentions a tri-language flyer to the homes in its area.

9M suggests for greater publicity photos of children at work placed on Parents' Bulletin Board.

98M keeps a profile for each child so that progress can be noted. Before entering the program, the pupil is evaluated by teacher and supervisor.

\* \* \* \* \*

1967-1968

Suggestions for ordering instructional materials and supplies are welcome now. Write to the specific coordinator.

\* \* \* \* \*

We wish to thank all who have contributed to this issue. Once again we invite everyone to send in brief descriptions of "happenings" in your ASSC.

\* \* \* \* \*

At this time we wish to extend best wishes for a HAPPY SPRING HOLIDAY to all who have participated in the ASSC program.

## NOTES IN MUSIC

Field Supervisors of Music in the ASSC Program organized inspiring workshops for their teachers in different borough schools.

Field Supervisor	Music Class	ASSC Teacher
S. Hughes	Clarinet	65X M.Mellon
	Clarinet	37X J.Barr
	Chorus	49X E.Moore
D.Lawyer	Instrumental	83M C.Taylor
	Vocal and	
	Song flute	128M C.Thompson
I.Parness	Rhythm and	
	Melody	
B.Fishenfeld	Instruments	73K J.Green
M.Rosenberg	Song flute	73K J.LaMonica
A.Richter	(Arranged Teacher)	at 33M
A.Raphael	(Round-Tables)	) at 58K

What a pleasant way of learning how to teach!

## Our First Blush

The 2nd Grade magazine "The Night Before Christmas" was inadvertently credited to the wrong school. It is Miss M. Farley of 132K who deserves the bouquet.

## FLASH!

National Library Week

April 16 - April 22

Themes

Explore Inner Space - READ

READING is what's HAPPENING!

Suggested Activities for April 16-22

1. Have the students of the ASSC program select the book or books they have enjoyed reading. A second list might include books that have been read aloud.
2. Share these lists with the ASSC program in your school, with the day school and with the library coordinator..

"The Coordinators"





## Appendix B - INSTRUMENTS

### AFTER SCHOOL STUDY CENTERS

#### List of Instruments

Checklist	B1
Evaluation Report	B9
Art Evaluation Team	B16
Nature and Quality of Student's Classroom Experience	B23
After School Study Center Art Program	B32
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CENTER FOR URBAN EDUCATION  
33 West 42 Street, New York

Title I Evaluations

MUSIC OBSERVATION CHECKLIST  
INSTRUCTIONS TO OBSERVERS

Purposes of the Checklist:

1. As a guide in carrying out research;
2. To remind evaluator of procedures which might otherwise be overlooked; and
3. As a convenient means of checking the progress of an investigation.

The checklist should be marked in accordance with the following definitions:

1. If the provision or condition is very limited;
2. If the provision or condition is made to some extent;
3. If the provision or condition is made extensively;
4. If the provision or condition is missing and needed; and
5. If the provision or condition is not desirable or does not apply.

## MUSIC OBSERVATION CHECKLIST

-2-

## I. CONTENT

1. An aural song repertoire is provided which includes material that meets the growing needs, interests, and abilities of pupils.
2. Varied singing activities are provided, which include folk and art songs.
3. Opportunities are provided for all pupils to participate in well-planned singing activities at assemblies and special programs.
4. A glee club or choir provides for pupils with special talent or interest.
5. Activities are provided for reading from the musical score and for unison singing at the early elementary levels.
6. At the advanced elementary levels, pupils participate in a variety of part singing activities.
7. Music theory experiences in grades 4-6 include instruction concerning musical symbols.
8. Opportunities are provided for a variety of rhythmic experiences.
9. Opportunities are provided for the use of rhythm instruments.
10. Opportunities are provided for participation in an instrumental ensemble.
11. Opportunities are provided for experiences with a variety of simple melody instruments (e.g. autoharp, xylophone, bells, flutophone, and recorder).
12. Opportunities are provided for pupils with special talent to utilize their ability for classroom and community programs.
13. Opportunities are provided for pupil attendance at community music events.
14. Listening experiences permeate the total program.
15. A variety of creative experiences are provided in which the pupils may express originality or initiative.
16. Opportunities are provided throughout for the development of the musicianship of each child to its potential capacity.
17. Opportunities are provided throughout all music activities for growth in appreciation of the great works of music.
18. Opportunities are given for children to create their own melodies.
19. Opportunities are provided to develop understanding of form \_\_\_\_\_; harmony \_\_\_\_\_; and style \_\_\_\_\_.

MUSIC OBSERVATION CHECKLIST

-3-

EVALUATIONS

1. How extensive is the variety of music activities in meeting the music needs of all pupils?
2. How adequate is the content of music activities in meeting the music needs of all pupils?
3. How adequate is the level of performance of the pupils?
4. How adequate is the planning?

COMMENTS:

## MUSIC OBSERVATION CHECKLIST

## II. METHODS

1. The controlling idea underlying the entire program is the development of musicianship and musical responsiveness.
2. Instructional objectives are stated in terms of the students' observable behavior.
3. Instructional activities are planned to achieve the stated objectives.
4. The objectives are realistic enough to be achieved.
5. Musical content is structured.
6. Problems are analyzed and help is provided.
7. Activities are derived from the music.
8. Effective use is made of the piano.
9. Efforts are made to inform parents and community of the objectives and accomplishments of the school music program.
10. Instructional activities are related to the pupils' environment.
11. Instructional activities provide for a balance between individual and group activities.
12. Pupils are given opportunities to plan, conduct, and evaluate their music activities.
13. Effective methods of teaching are utilized.
14. The program utilizes the musical resources of the community.

EVALUATIONS

1. How effectively do the methods of instruction meet the group music needs of pupils?
2. How effectively do the methods of instruction meet the particular music needs of individual pupils?
3. To what extent do evaluation procedures help the particular music needs of individual pupils?

COMMENTS

## MUSIC OBSERVATION CHECKLIST

## III. ROOM EQUIPMENT AND SUPPLIES

1. Sets of school song books which are current have representative selections of a high caliber and are available.
2. Teachers' Manuals are available.
3. Books containing material on music history, composers, instruments, and stories are available.
4. Professional books in music instruction are available for teachers.
5. Equipment necessary for music activities is provided.  
Piano \_\_\_\_\_ Pitchpipe \_\_\_\_\_ Staff-liner \_\_\_\_\_ Music charts \_\_\_\_\_
6. Rhythm band instruments are provided.  
Drums \_\_\_\_\_ Rhythm sticks \_\_\_\_\_ Jinglesticks \_\_\_\_\_ Sand blocks \_\_\_\_\_  
Wood blocks \_\_\_\_\_ Castanets \_\_\_\_\_ Cymbals \_\_\_\_\_ Triangles \_\_\_\_\_ Gongs \_\_\_\_\_  
Gourds \_\_\_\_\_ Rattles \_\_\_\_\_ Maracas \_\_\_\_\_ Guiro \_\_\_\_\_ Tambourines \_\_\_\_\_ Claves \_\_\_\_\_
7. Simple melody instruments are provided.  
Flutophone \_\_\_\_\_ Recorder \_\_\_\_\_ Tonette \_\_\_\_\_ Autoharp \_\_\_\_\_ Melody Bells \_\_\_\_\_  
Resonator bells \_\_\_\_\_ Step bells \_\_\_\_\_ Ukelele \_\_\_\_\_
8. Orchestra and band instruments are available.  
List \_\_\_\_\_
9. Materials for constructing simple rhythm band instruments are available.
10. Music manuscript paper is provided.
11. Music stands are provided.
12. A radio and television are available.
13. A phonograph which plays at all speeds.
14. A tape recorder is available.
15. Some of the basic record libraries are available with the teachers' guides.
16. Adequate storage facilities are available.
17. Duplicating equipment is available.



## MUSIC OBSERVATION CHECKLIST

## III. Room Equipment and Supplies (continued)

EVALUATIONS

1. How extensive is the variety of instructional equipment and materials to meet the music needs of all pupils?
2. How adequate is the quality of instructional equipment and materials to meet the music needs of all pupils?
3. How effectively are instructional equipment and supplies used?

COMMENTS

## MUSIC OBSERVATION CHECKLIST

-7-

## IV. OUTCOMES

1. To what extent are pupils developing effective singing skills?
2. To what extent are pupils developing desirable musical taste?
3. To what extent are pupils developing instrumental knowledges and skills?
4. To what extent are pupils developing self-expression through music?
5. To what extent are pupils developing knowledges and skills in music theory?
6. To what extent are pupils applying their ability in out-of-school music activities?
7. To what extent are music activities making effective contributions to the total school program?
8. To what extent are musical habits being developed?
9. To what extent are talented or gifted students identified through the use of standardized tests?
10. To what extent do the students value the music program?
11. To what extent are pupils able to comprehend, analyze, synthesize, and evaluate their musical learnings?
12. To what extent does the music program have a desirable impact upon and promote constructive relationships with community agencies?
13. To what extent is provision made for continuing and constructive evaluation of all facets of the program?

COMMENTS

CENTER FOR URBAN EDUCATION  
33 West 42 Street, N.Y.C.

## Title I Evaluations

## MUSIC OBSERVATION SUMMARY SCALES

Name of School \_\_\_\_\_ Borough \_\_\_\_\_ Date \_\_\_\_\_  
 Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Teacher \_\_\_\_\_ Grade(s) \_\_\_\_\_  
 Observer \_\_\_\_\_ Time \_\_\_\_\_  
 No. of Pupils \_\_\_\_\_ Age Range \_\_\_\_\_  
 Method of Grouping \_\_\_\_\_  
 No. of Meetings per Week \_\_\_\_\_ Length of Meetings \_\_\_\_\_

## SUMMARY SCALES

## GENERAL

	0	1	2	3	OPTIMUM
Content					
Methods					
Facilities					
Motivation					
Realization of General Objectives					
Instructional Objectives					
	0	1	2	3	OPTIMUM

## MUSIC

	0	1	2	3	OPTIMUM
Listening					
Singing					
Playing					
Rhythm					
Creating					
Reading					
	0	1	2	3	OPTIMUM

Evaluation Report---Title I Art Enrichment Program for Disadvan-  
taged Children---New York City Elementary Schools---Winter, 1966-7

Name of School \_\_\_\_\_  
Location \_\_\_\_\_  
Day of Visit \_\_\_\_\_  
Name of Evaluator \_\_\_\_\_

SUMMARY GRAPH

	0	1	2	3	4	5
A. <u>School location and description</u>						
B. <u>Classroom &amp; Facilities</u>						
C. <u>Art Supplies and Equipment</u>						
D. <u>Administration and Supervision</u>						
E. <u>Instructional Quality and Techniques</u>						
I. <u>Teachers</u>						
II. <u>Methods</u>						
F. <u>Art Experiences &amp; Activities</u>						
G. <u>Students</u>						
I. <u>Composition</u>						
II. <u>Involvement</u>						
H. <u>Interviews</u>						
I. <u>Assessment of Program</u>						
II. <u>Recommendations</u>						

see written comment below

J. SUMMARY STATEMENT OF EVALUATORS

A. School Location & Description

1. Neighborhood:

0	1	2	3	4	5

0	1	2	3	4	5

2. Building Exterior &amp; Grounds:

0	1	2	3	4	5

3. Interior:

0	1	2	3	4	5

B. Classroom & Facilities

4. Gen'l. Appearance &amp; Size:

0	1	2	3	4	5

0	1	2	3	4	5

5. Storage Area, Supplies &amp; Student Work:

0	1	2	3	4	5

6. Exhibition Space; Facilities:

0	1	2	3	4	5

7. Sinks, etc.:

0	1	2	3	4	5

8. Windows &amp; Lighting:

0	1	2	3	4	5

9. Furniture:

0	1	2	3	4	5

10. Layout:

0	1	2	3	4	5

11. Others:

0	1	2	3	4	5

C. Art supplies & Equipment

0	1	2	3	4	5

12. Materials Used in Specific Activities:

0	1	2	3	4	5

13. Variety (General):

0	1	2	3	4	5

14. Quantity:

0	1	2	3	4	5

15. Quality &amp; Suitability:

0	1	2	3	4	5

16. Availability:

0	1	2	3	4	5

17. Organization &amp; Distribution:

0	1	2	3	4	5

18. Others:

0	1	2	3	4	5

D. Administration & Supervision

0	1	2	3	4	5

19. Cooperation &amp; Support:

0	1	2	3	4	5

20. Liaison:

0	1	2	3	4	5

21. General Attitudes:

0	1	2	3	4	5

22. Others:

0	1	2	3	4	5

E. Instructional Quality & Techniques

0	1	2	3	4	5

I. Teachers

0	1	2	3	4	5

23. Background &amp; Experience:

0	1	2	3	4	5

24. Orientation to Goals of Program:

0	1	2	3	4	5

25. Attitudes:

0	1	2	3	4	5

26. Others:

0	1	2	3	4	5

II. Methods

0	1	2	3	4	5

27. Presentation of Material:

0	1	2	3	4	5

28. Student Motivation:

0	1	2	3	4	5

29. Group Discussion &amp; Involvement:

0	1	2	3	4	5

30. Introduction of Art Principles &amp; Concepts:

0	1	2	3	4	5

31. Problem Solving:

0	1	2	3	4	5

32. Imaginative Use of Facilities &amp; Materials:

0	1	2	3	4	5

33. Encouragement of Individual, Outside  
Exploration:

0	1	2	3	4	5



34. Student-Indicated Activities:

/	/	/	/	/	/
0	1	2	3	4	5

35. Flexible Pace---Responsive to Student Interests & Needs:

/	/	/	/	/	/
0	1	2	3	4	5

36. Logical Sequence:

/	/	/	/	/	/
0	1	2	3	4	5

37. Use of Audio-Visual Aids:

/	/	/	/	/	/
0	1	2	3	4	5

38. Organization & Exhibition of Student Work:

/	/	/	/	/	/
0	1	2	3	4	5

39. Others:

/	/	/	/	/	/
0	1	2	3	4	5

F. Art Experiences & Activities

40. Diversity of Materials & Media:

/	/	/	/	/	/
0	1	2	3	4	5

41. Art Concepts & History:

/	/	/	/	/	/
0	1	2	3	4	5

42. Group Art Activities (Murals, Decorations, Etc.);

/	/	/	/	/	/
0	1	2	3	4	5

43. Field Trips, Etc.:

/	/	/	/	/	/
0	1	2	3	4	5

44. Art Books & Magazines in Classroom:

/	/	/	/	/	/
0	1	2	3	4	5

45. Individual Attention; Problems:

/	/	/	/	/	/
0	1	2	3	4	5

46. Others:

/	/	/	/	/	/
0	1	2	3	4	5

G. Students

/	/	/	/	/	/
0	1	2	3	4	5

I. Composition

/	/	/	/	/	/
0	1	2	3	4	5

47. By Age:

/	/	/	/	/	/
0	1	2	3	4	5

48. By Gender:

/	/	/	/	/	/
0	1	2	3	4	5

49. By Ethnic Grouping:

/	/	/	/	/	/
0	1	2	3	4	5

50. Non-Public School Children Participating:

/	/	/	/	/	/
0	1	2	3	4	5

51. Academic Levels &amp; Proportions:

/	/	/	/	/	/
0	1	2	3	4	5

52. Others:

/	/	/	/	/	/
0	1	2	3	4	5

II. Involvement

/	/	/	/	/	/
0	1	2	3	4	5

53. Attendance Patterns:

/	/	/	/	/	/
0	1	2	3	4	5

54. Observed Attitudes:

/	/	/	/	/	/
0	1	2	3	4	5

55. Expressed Attitudes:

/	/	/	/	/	/
0	1	2	3	4	5

56. Classroom Behavior:

/	/	/	/	/	/
0	1	2	3	4	5

57. Degree of Participation:

/	/	/	/	/	/
0	1	2	3	4	5

58. Others:

/	/	/	/	/	/
0	1	2	3	4	5

H. Interviews

/	/	/	/	/	/
0	1	2	3	4	5

I. Assessment of Program

/	/	/	/	/	/
0	1	2	3	4	5

59. Teachers:

/	/	/	/	/	/
0	1	2	3	4	5

60. Administrators:

/	/	/	/	/	/
0	1	2	3	4	5

61. Others:

/	/	/	/	/	/
0	1	2	3	4	5

II. Recommendations

/	/	/	/	/	/
0	1	2	3	4	5

62. Teachers:

/	/	/	/	/	/
0	1	2	3	4	5

63. Administrators:

/	/	/	/	/	/
0	1	2	3	4	5

64. Others:

/	/	/	/	/	/
0	1	2	3	4	5

J. Summary Statements:

## AIMS AND OBJECTIVES OF THE ART PROGRAM: (GENERAL CONSIDERATIONS)

- \_\_\_ 1. The objectives include behavior in the cognitive, affective, and psychomotor domains.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 2. The objectives include complex learning.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 3. The objectives include simple learning.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 4. The objectives are stated in terms of overt behavior.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 5. The objectives are consistent with the program objectives.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 6. The objectives are realistic enough to be achieved.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 7. The objectives serve as a criteria for the teacher's evaluation.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 8. The objectives are formulated cooperatively by the pupils, teachers, parents and administrators.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 9. The objectives are written and in the hands of teachers, administrators and parents.  
\_\_\_\_\_  
\_\_\_\_\_

RELATIONSHIP OF METHODS OF INSTRUCTION TO AIMS AND OBJECTIVES OF THE ART PROGRAM

\_\_\_ 22. To what extent is there evidence of careful planning and preparation of learning activities in relation to stated objectives?

---

---

---

\_\_\_ 23. To what extent have the objectives of the art program been explained to the students?

---

---

---

\_\_\_ 24. To what extent do the objectives of the art program condition the methods of evaluation used by the art teacher?

---

---

---

\_\_\_ 25. To what extent have the students participated in the planning of objectives?

---

---

---

\_\_\_ 26. To what extent are the objectives re-examined and revised by the teacher and the students?

---

---

---

ADDITIONAL COMMENTS:

RECOMMENDATIONS CONCERNING THE AIMS AND OBJECTIVES OF THE ART PROGRAM:

RECOMMENDATIONS CONCERNING THE RELATIONSHIP OF METHODS OF INSTRUCTION TO THE  
FULFILLMENT OF AIMS AND OBJECTIVES:

## THE NATURE OF THE LEARNING ACTIVITY

- \_\_\_1. The activity provides for instruction in basic techniques of manipulation of materials, media and tools.
- \_\_\_2. The activity provides for the development of art quality in design.
- \_\_\_3. Each student does his own work which is clearly different from that of the other students.
- \_\_\_4. The activity provides for the student to discover the emotional significance art has in his life.
- \_\_\_5. The activity provides for the opportunity of students to relate their experiences to those of local and regional artists and designers for aesthetic and vocational purposes.
- \_\_\_6. The activity provides the opportunity for students to talk about art and to make judgements about their own art expressions and the art in their environment.
- \_\_\_7. The activity provides for aesthetic self-expression in terms of services for other people, the school, the home, and the community.
- \_\_\_8. Students assist in planning, conducting, and evaluating their art experiences.
- \_\_\_9. Use is made of slides, films, filmstrips, reproductions, and other visual aids.

## TYPE OF LEARNING ACTIVITY

- \_\_\_10. Drawing and painting activities involve the use of (check):

\_\_\_chalk  
\_\_\_charcoal  
\_\_\_crayon  
\_\_\_ink  
\_\_\_wash

\_\_\_pencil  
\_\_\_Poster paint  
\_\_\_water color  
\_\_\_oil paint  
\_\_\_mixed media

- \_\_\_11. Three-dimensional design involves the use of (check):

\_\_\_cement  
\_\_\_clay  
\_\_\_firebrick  
\_\_\_foam glass  
\_\_\_metal  
\_\_\_paper

\_\_\_paste  
\_\_\_salt blocks  
\_\_\_stone  
\_\_\_wire  
\_\_\_wood

Other \_\_\_\_\_

- \_\_\_12. Crafts involve the use of (check):

\_\_\_cardboard  
\_\_\_clay  
\_\_\_cloth  
\_\_\_metal  
\_\_\_paper  
\_\_\_plastics

\_\_\_reed  
\_\_\_textiles  
\_\_\_wire  
\_\_\_wood  
\_\_\_yarns

Other \_\_\_\_\_



- \_\_\_ 13. Graphic arts include opportunities for (check)
- \_\_\_ bulletin board arrangements
  - \_\_\_ etching
  - \_\_\_ linoleum block cutting and printing
  - \_\_\_ photography
  - \_\_\_ silk screen printing
  - \_\_\_ simple lithography
  - \_\_\_ stenciling
  - \_\_\_ woodcut carving and printing
- \_\_\_ 14. The activity provides for the study of our art heritage.
- \_\_\_ 15. The activity provides for the development of appreciations for contemporary machine and handmade objects, sculpture, and painting.

Other descriptive information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### THE QUALITY OF THE LEARNING ACTIVITY (EVALUATION)

- \_\_\_ 16. To what extent has this learning activity encouraged students to discover, explore, express, and appraise?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- \_\_\_ 17. To what extent has instruction been provided for in the use of a variety of art media?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- \_\_\_ 18. To what extent has this learning activity been adapted to individual interests and abilities of the students?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THE QUALITY OF THE LEARNING ACTIVITY IN RELATION TO TEACHER PERFORMANCE

(Based on Guide Prepared by Dr. Ruth E. Hartley)

19. The teacher shows evidence of enjoyment in his relationships with students.

---
20. The teacher is responsive in a constructive way to the emotional needs of individuals.

---
21. The teacher looks for and uses opportunities to communicate verbally and otherwise with individual students at appropriate times.

---
22. The teacher maintains standards of group behavior that encourage optimal levels of learning.

---
23. The teacher helps students develop healthy inner controls of behavior in a group situation.

---
24. The teacher maintains materials and equipment in an attractive manner.

---
25. The teacher shows evidence of having collected and developed resource materials for use in class.

---
26. The teacher reveals evidence of planning for pupil activities.

---
27. The teacher plans for a number of activities or different levels of work to be going on in the room at the same time.

---
28. The teacher gives explanations and directions in clear and easily understood form.

---
29. The teacher provides his students with the opportunity for enough practice to develop basic skills in the manipulation

of tools and materials of the art process.

---

\_\_\_\_30. The teacher selects experiences with and for his students which provide active involvement in first hand experiences.

---

\_\_\_\_31. The teacher brings a variety of sensory experiences to bear on learning situations.

---

\_\_\_\_32. The teacher helps students to discover relationships and make generalizations.

---

\_\_\_\_33. The teacher spaces new learnings effectively; permits assimilations of a concept before moving on to a new one.

---

\_\_\_\_34. The teacher helps students apply generalizations to new situations; encourages exploration beyond classroom group presentation.

---

\_\_\_\_35. The teacher uses interests and concerns of individuals to encourage them to explore new areas of knowledge (or art processes) and develop new concepts.

---

\_\_\_\_36. The teacher involves students in continuous evaluation of progress toward goals.

---

#### \_\_\_\_THE NATURE OF THE SETTING FOR THE LEARNING ACTIVITY

##### (THE PHYSICAL FACILITIES)

\_\_\_\_37. The art room has been located so that students may see art that is currently in process.

\_\_\_\_38. The room has been planned to encourage individual and group work.

\_\_\_\_39. The room has been planned to facilitate a wide range of creative activities.

\_\_\_\_40. Storage space for student work in progress is easily accessible.

\_\_\_ 41. Provision has been made for storage and work space for (check):

- \_\_\_ drawing and painting  
 \_\_\_ modeling and carving  
 \_\_\_ weaving and construction  
 \_\_\_ printing and arranging

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_ 42. Walk-in storage closet for materials and supplies adjoins the workroom.

\_\_\_ 43. Appropriate motorized tools are provided.

\_\_\_ 44. Workbenches are provided

\_\_\_ 45. Electrical and gas outlets are provided for (check):

- \_\_\_ pottery kiln  
 \_\_\_ enameling oven  
 \_\_\_ electrical tools  
 \_\_\_ gas tanks and torches

\_\_\_ 46. The wall surfaces permit use for display.

\_\_\_ 47. Installation and equipment are provided for use of audio-visual materials.

\_\_\_ 48. Work tables are provided so that students may have sufficient space to work (6 to 9 square feet).

\_\_\_ 49. Storage for materials and tools currently in use is organized so students can get and return them quickly.

#### THE QUALITY OF THE SETTING (EVALUATION)

\_\_\_ 50. To what extent is the space adequate for a variety of creative activities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_ 51. To what extent do the facilities of the art room make provisions for a wide variety of creative activities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_ 52. To what extent is equipment kept in good repair?

\_\_\_\_\_

\_\_\_\_ 53. To what extent is storage for supplies adequate?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_ 54. To what extent is storage for student's work in progress ample?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_ 55. How adequate are the lighting facilities?

\_\_\_\_\_

\_\_\_\_\_

#### NATURE OF THE MATERIALS INVOLVED IN THE LEARNING ACTIVITY

\_\_\_\_ 56. Materials and tools are provided for students for the following activities (check):

- \_\_\_\_ to paint with tempera, oil, watercolors.
- \_\_\_\_ to sketch with chalk, conte crayon and charcoal.
- \_\_\_\_ to model with clay, paper mache.
- \_\_\_\_ to carve in wood, plastic, salt block, stone.
- \_\_\_\_ to construct arrangements and objects with cardboard, fabrics, fibers, metal, paper, wire, wood.
- \_\_\_\_ to print with linoleum, wood, silk screen.
- \_\_\_\_ to weave with a variety of fibers.
- \_\_\_\_ to arrange displays of student work and other two- and three-dimensional art.
- Other \_\_\_\_\_

\_\_\_\_ 57. A variety of reference books is provided.

\_\_\_\_ 58. Art magazines are available for use.

\_\_\_\_ 59. Provision is made to have readily available such materials as (check):

- \_\_\_\_ films
- \_\_\_\_ filmstrips
- \_\_\_\_ slides
- \_\_\_\_ loan exhibitions

#### THE QUALITY OF THE MATERIALS INVOLVED (EVALUATION)

\_\_\_\_ 60. How adequate is the variety of materials and tools for instruction?

\_\_\_\_\_



- \_\_\_\_ 61. How adequate is the quality of materials for instruction?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_ 62. To what extent has the selection of tools and materials been appropriate to the learning activity?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_ 63. How effectively are materials organized for use?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_ 64. To what extent are tools and equipment kept in good working order?
- \_\_\_\_\_
- \_\_\_\_\_

METHODS OF EVALUATION USED BY THE TEACHER (THE NATURE OF)

- \_\_\_\_ 65. Records are kept of reaction of students to various art experiences.
- \_\_\_\_ 66. Teacher and students establish criteria for evaluation of art products, after each student evaluates his own work.
- \_\_\_\_ 67. Students make and keep their own progress reports.
- \_\_\_\_ 68. Evaluation is made of the student's ability to select and choose products of functional design.
- \_\_\_\_ 69. Evaluation is based on the student's increasing skill in designing in a variety of media.
- \_\_\_\_ 70. Teacher and students study work of students to reveal strengths and point areas for improvement.

THE QUALITY OF METHODS OF EVALUATION (EVALUATION)

- \_\_\_\_ 71. How well do evaluation procedures help students to understand the nature of their progress?
- \_\_\_\_\_
- \_\_\_\_\_

RECOMMENDATIONS CONCERNING THE NATURE OF THE LEARNING ACTIVITY:

RECOMMENDATIONS CONCERNING THE NATURE OF THE PHYSICAL FACILITIES:

RECOMMENDATIONS CONCERNING THE MATERIALS OF INSTRUCTION:

- \_\_\_\_72. To what extent do evaluation procedures identify students of unusual promise in the field of art?

---

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- \_\_\_\_73. How well do students evaluate their own work and the work of others?

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Additional Comments of Evaluation:



CENTER FOR URBAN EDUCATION  
33 WEST 42nd STREET  
NEW YORK, N.Y. 10036

Title I Evaluations

AFTER SCHOOL STUDY CENTER ART PROGRAM

DIRECTIONS:

1. Please read all questions carefully and give us as accurate answers as possible.  
Write in margins or on the back of the page if more space is required.
2. Where opinions are solicited, be frank. Individuals will not be identified in the report.
3. Please return the completed questionnaire in the enclosed envelope as soon as possible to:

Stewart Kranz,  
Center for Urban Education  
33 West 42nd Street  
New York, N.Y. 10036

4. Through your cooperation we can hope to have an even more effective program in the following years.

Thank you for your help.

I. General Information:

- II. Please tell us about yourself:

8. Sex \_\_\_\_\_ male \_\_\_\_\_ female
9. License \_\_\_\_\_ regular \_\_\_\_\_ Substitute
10. Position \_\_\_\_\_ full time \_\_\_\_\_ part time
11. Years of teaching experience \_\_\_\_\_
12. Level of experience \_\_\_\_\_ Elementary; \_\_\_\_\_ Secondary;  
\_\_\_\_\_ System Wide.
13. Subject taught \_\_\_\_\_

14. Briefly list your background, experience and specialized education (if any) in art. \_\_\_\_\_  
\_\_\_\_\_

III. Please tell us about your program:

15. What was the average attendance in your class during the following periods of time:

	Non-Pub.Students	Public School
October- November	_____	_____
December-February	_____	_____
March to Present	_____	_____

16. If you taught art in previous Title I programs (Spring 1966, Summer 1966), how would you compare ratios of attendance between these programs? (Estimate if no exact figures are available.)

	% Non-Pub.School	% Pub.School
Spring 1966	_____	_____
Summer 1966	_____	_____
Current	_____	_____

17. Grades served by the program \_\_\_\_\_

18. Age range \_\_\_\_\_

19. Equipment:

1. \_\_\_\_\_ Very adequate
2. \_\_\_\_\_ Adequate
3. \_\_\_\_\_ Less than adequate

20. What materials, books and equipment have you not been able to obtain?

21. What materials, books and equipment did you yourself bring, construct, or borrow?

22. Do you believe the content of the program is beneficial to disadvantaged children?

1. \_\_\_\_\_ yes
2. \_\_\_\_\_ no

1. \_\_\_\_\_ yes  
2. \_\_\_\_\_ no

IV. Please place an -X- at the proper position on the scales below:

	3	2	1
26.	The classroom is attractive. Other facilities are in excellent condition.	The classroom is adequate, but unattractive. Some equipment is damaged.	The classroom is small and poorly equipped. The lessons are hindered by inadequate equipment.

28. Do the classroom and facilities suit the age range of the children?

1. \_\_\_\_\_ yes  
2. \_\_\_\_\_ no

29. Did the classroom offer adequate exhibition area and secure storage space for materials and student projects? Comment:

- V. What types of project have you found to be particularly successful in motivating and involving the disadvantaged child?
- VI. Please comment on your reactions to teaching the disadvantaged children involved in your after-school program. (Special problems, gratifications, etc.)
- VII. Are there any activities or outcomes of the program which you would like to share with other art teachers? Is there any special advice you would offer to guide teachers of similar programs in the future?
- VIII. What are your general comments and recommendations for next year's program?

CENTER FOR URBAN EDUCATION  
33 West 42 Street, N. Y. C.

## Title I Evaluations

## HEALTH EDUCATION EVALUATION INSTRUMENT

EDUCATIONAL ENRICHMENT PROGRAMS FOR DISADVANTAGED  
PUPILS IN NON-PUBLIC SCHOOLS

School \_\_\_\_\_ Borough \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Days per week \_\_\_\_\_ Days per child \_\_\_\_\_

	<u>Registration</u>	<u>Daily Average</u>	<u>Age</u>	<u>Grade</u>
Boys	_____	_____	_____	_____
Girls	_____	_____	_____	_____
Total	_____	_____	_____	_____

Method of determining attendance: \_\_\_\_\_

Requirements for enrollment:

Parent Consent \_\_\_\_\_

Health examination \_\_\_\_\_

Health card \_\_\_\_\_

Other \_\_\_\_\_

Medical assistance is available in case of injury through:

School nurse \_\_\_\_\_

Outside aid \_\_\_\_\_

Other \_\_\_\_\_

Student records include:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Parents' Name and Address \_\_\_\_\_

Other \_\_\_\_\_

## HEALTH EDUCATION EVALUATION INSTRUMENT

-2-

## PROGRAM

## Objectives

Written statement of objectives:

Board of Education \_\_\_\_\_

School \_\_\_\_\_

Comment: \_\_\_\_\_  
\_\_\_\_\_

Content organization written:

Board of Education \_\_\_\_\_

School \_\_\_\_\_

Comment: \_\_\_\_\_  
\_\_\_\_\_

## Supervision

Supervision through:

Orientation meetings \_\_\_\_\_

Program planning \_\_\_\_\_

Instructional Evaluation by supervisor \_\_\_\_\_

## Offerings

Key: R - recreational  
I - instructional  
C - competition

<u>Activity</u>	<u>Boys</u>	<u>Girls</u>
Dance _____		
Exercise _____		
Team sports and games _____		
Individual/dual sports and games _____		
Special events _____		



## HEALTH EDUCATION EVALUATION INSTRUMENT

-3-

Time devoted to instruction: \_\_\_\_\_ mins.

Evidence of grouping of students for instruction:

Grade level \_\_\_\_\_

Fitness level \_\_\_\_\_

Skill level \_\_\_\_\_

Student interest \_\_\_\_\_

Facilities \_\_\_\_\_

Nature of activities \_\_\_\_\_

The size of instructional groups is such as to permit effective teaching, taking into account personnel, facilities, and the nature of activities. \_\_\_\_\_

Non-instructional groups (specify: \_\_\_\_\_)  
receive adequate supervision. \_\_\_\_\_

## Testing

Program in:

Physical fitness \_\_\_\_\_

Sport and Game \_\_\_\_\_

Other \_\_\_\_\_

Records maintained \_\_\_\_\_

Staff

1 2 3 4

Sex: (M) (F)

Educational background

Degree \_\_\_\_\_

Major field \_\_\_\_\_

Teaching field \_\_\_\_\_

Other related experiences and com-  
petencies: \_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## HEALTH EDUCATION EVALUATION INSTRUMENT

-4-

## Staff (continued)

	1	2	3	4
Other Responsibilities				
Teaching (full or part-time)	_____	_____	_____	_____
Student	_____	_____	_____	_____

## Facilities

<u>Facility</u>	<u>Number Used</u>	<u>Condition</u>
Indoor gymnasium	_____	_____
Outdoor areas	_____	_____
Classrooms	_____	_____
Game Rooms	_____	_____
Bathrooms	_____	_____
Locker rooms	_____	_____
Shower rooms	_____	_____
Offices	_____	_____
Medical room	_____	_____
Other:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments regarding lay-out and features such as flooring, lighting, obstructions, safety hazards, and accessibility: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Equipment

Proper protective equipment is provided for all students engaging in physical education activities:\_\_\_\_\_.

Proper uniform, including sneakers, is required for all students:\_\_\_\_\_.

HEALTH EDUCATION EVALUATION INSTRUMENT

<u>Equipment used</u>	<u>Number used</u>	<u>Condition</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

General comment on equipment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CENTER FOR URBAN EDUCATION  
33 West 42 Street, N. Y. C.

## Title I Evaluations

CHECKLIST FOR EVALUATION IN THE CONDUCT  
OF PHYSICAL EDUCATION ACTIVITIES

School \_\_\_\_\_ Borough \_\_\_\_\_

Activity \_\_\_\_\_ Students: No. \_\_\_\_\_ Ages \_\_\_\_\_ Sex \_\_\_\_\_

The Teacher

Voice - Clear and easily heard (      )  
too loud (      )  
too soft (      )

Manner - enthusiastic (      )  
smiling (      )  
timid (      )  
impatient (      )  
lifeless (      )

Dress - appropriate) )

General teaching competence: \_\_\_\_\_

General Presentation

Materials ready (      ) marks on floor (      )  
Orderly way of getting pupils into formation (      )  
Stands where all can see (      )  
Effective classification for teaching (      )  
Clear, concise explanation (      )  
Uses demonstration effectively (      )  
Gets underway quickly (      )  
Utilizes space effectively (      )  
Appropriate activity for specific group (      )

Conducting Activity

Sees errors (      ) makes corrections and suggestions (      )  
Attempts to develop skills (      )  
Attempts to establish desirable social behavior (      )  
Makes individual comments (      )  
Maximum involvement for each student (      )  
Keeps things going (      )  
Adds modifications when necessary (      )

CHECKLIST FOR EVALUATION IN THE CONDUCT  
OF PHYSICAL EDUCATION ACTIVITIES

-2-

Pupil Response

Attentive (    )  
Restless (    )  
Responsive to suggestions (    )  
Enjoyment {    }  
Activity {    }

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CENTER FOR URBAN EDUCATION  
33 West 42 Street, N. Y. C.

EVALUATION OF LIBRARY SERVICES NEEDED IN  
NON-PUBLIC SCHOOLS

Title I Evaluations

(Please check all Items that apply and star items in which you spent the major portion of your time.)

Serviced

Needs  
To Be  
Serviced

Organization of the Library  
Needed Books

Started on Shelf List

Started on Card Catalog

Grouped Books

Classified Books

Catalogued Books

Processed Books

Worked on Inventory

Work With Children

Library Skill Lessons

Circulation

Storytelling

Book Talks

Reference Skills

Work with Teachers

Planned for Library Organization

Planned for Book Selection

Helped with Book Order

Held Teacher-Librarian Conferences

Other Activities

SURVEY OF  
TITLE I--S.P.D.S. HEALTH EDUCATION PROGRAMS

Directions

Please answer all of the questions on this survey form. Most of the questions can be answered by placing a check (✓) next to the appropriate response. In cases where the answer to a question is not known please write "unknown".

1. Name of teacher filling out this survey form (please print) \_\_\_\_\_

2. School name or number (i.e., the Title I After School Study Center at which you work) \_\_\_\_\_

3. How many teachers are working in the health education program? \* \_\_\_\_\_

\*(All references to the "health education program" or "the program", or "your program" refer to the Special Potential Development Services after-school program in health education for disadvantaged pupils at the school named in item 2 above.)

4. Please indicate the type(s) of teaching license(s) you hold (include subject specialization and school level): \_\_\_\_\_  
\_\_\_\_\_

5. Please indicate the type(s) of teaching licence(s) held by the other teachers working in the health education program (include subject specialization and school level:

Teacher #2: \_\_\_\_\_

Teacher #3: \_\_\_\_\_  
\_\_\_\_\_

6. Do you have a record of the pupils assigned to the health education program?  
yes ( ) no ( )

7. Is a daily record of student attendance taken for each session? yes ( ) no ( )

8. (a) Is a "Medical Consent Form" on file for each of the pupils in the program?  
yes ( ) no ( )

(b) If "no", approximately what percentage of the pupils have such forms on file?  
0 to 25% ( ); 26 to 50% ( ); 51 to 75% ( ); 76 to 100% ( )

9. How many pupils are registered in the program? Boys \_\_\_\_\_ Girls \_\_\_\_\_

10. How many of the registered pupils are from public schools? \_\_\_\_\_  
non-public schools? \_\_\_\_\_

11. How are pupils scheduled to attend sessions?

-all pupils attend all sessions ( )

-some sessions are limited to boys or girls ( )

-some sessions are limited to pupils in upper or lower grades ( )

other, specify \_\_\_\_\_  
\_\_\_\_\_



12. Have provisions been made for obtaining medical assistance in case of an emergency? yes ( ) no ( )
13. (a) Has the supervisor of the health education program visited your school? yes ( ) no ( )
- (b) If "yes", how many times? \_\_\_\_\_
- (c) Has the supervisor assisted you with program planning? yes ( ) no ( )  
 teaching methods? yes ( ) no ( ), administrative problems? yes ( ) no ( )  
 Has he assisted you in other ways? (specify) \_\_\_\_\_
- 

### THE PROGRAM

14. Has a written plan of activities for the health education program at your school been developed? yes ( ) no ( )
15. Have you used the bulletin "Physical Activities for the Elementary Schools" as a guide in planning and conducting the program? yes ( ) no ( )
16. Are pupils homogeneously grouped for instructional purposes? yes ( ) no ( )  
 If so, on what bases? grade level ( ) fitness level ( ) skill level ( )  
 student interest ( ) other \_\_\_\_\_
17. What portion of the total program is devoted to instruction?  
 0 to 25% ( ); 26 to 50% ( ); 51 to 75% ( ); 76 to 100% ( )
18. What portion of the total program is recreational in nature?  
 0 to 25% ( ); 26 to 50% ( ); 51 to 75% ( ); 76 to 100% ( )
19. Which of the following most closely approximates the teacher/pupil ratio during normal instructional periods?  
 1 to 10 ( ); 1 to 15 ( ); 1 to 20 ( ); 1 to 30 ( ); 1 to 40 ( ); 1 to 50 or more ( )
20. What part of the activity program is conducted on a coeducational basis?  
 less than 10% ( ); 10% to 30% ( ); 31% to 50% ( ); 51% to 70% ( ); 71% to 90% ( ); 91 to 100% ( )
21. (a) Was the President's Council physical fitness screening test administered to your pupils? yes ( ) no ( )
- (b) Was any other fitness test used? yes ( ) no ( ) Which one? \_\_\_\_\_
- (c) How many pupils have been tested? \_\_\_\_\_
- (d) How many pupils failed the test? \_\_\_\_\_
- (e) Have pupils who failed the test been required to participate in a regular program of progressive developmental exercises? yes ( ) no ( )
- (f) Have pupils who failed the test been retested? yes ( ) no ( )
- (g) How many pupils passed the retest? \_\_\_\_\_
22. (a) Do all students spend at least 15 minutes per day in sustained conditioning exercises and developmental activities? yes ( ) no ( )
- (b) Do all students (as a group) perform the same exercises at the same time? yes ( ) no ( )
- (c) Are individualized exercise programs provided for the underdeveloped child? yes ( ) no ( )
23. Are any tests or other forms of systematic evaluation (not including fitness tests) used to assess pupil progress? yes ( ) no ( )

24. (a) Which of the following activities are a regular part of the health education program? (please check (✓) ) (b) Which of the following groups participate in the activity? (please check (✓) ) (c) Does a teacher provide regular instruction in the activity? (pls. check (✓) )

		Boys	Girls	Yes	No
(1) Team sports:					
volley ball	( )	( )	( )	( )	( )
basketball	( )	( )	( )	( )	( )
softball	( )	( )	( )	( )	( )
football (touch)	( )	( )	( )	( )	( )
soccer	( )	( )	( )	( )	( )
other (specify)		( )	( )	( )	( )
		( )	( )	( )	( )
		( )	( )	( )	( )
(2) Individual and dual sports:					
track and field	( )	( )	( )	( )	( )
stunts and tumbling	( )	( )	( )	( )	( )
gymnastics	( )	( )	( )	( )	( )
handball	( )	( )	( )	( )	( )
other (specify)		( )	( )	( )	( )
		( )	( )	( )	( )
		( )	( )	( )	( )
		( )	( )	( )	( )
(3) Games of low organization:					
relays	( )	( )	( )	( )	( )
lead up games	( )	( )	( )	( )	( )
other (specify)		( )	( )	( )	( )
		( )	( )	( )	( )
		( )	( )	( )	( )
(4) Dance:					
folk	( )	( )	( )	( )	( )
square	( )	( )	( )	( )	( )
social	( )	( )	( )	( )	( )
modern	( )	( )	( )	( )	( )
creative	( )	( )	( )	( )	( )
other (specify)		( )	( )	( )	( )
		( )	( )	( )	( )
		( )	( )	( )	( )
(5) Fundamental movement activities and/or expressive movement patterns:	( )	( )	( )	( )	( )
(6) Self-testing activities:	( )	( )	( )	( )	( )
(7) Creative activities:	( )	( )	( )	( )	( )
(8) Song plays:	( )	( )	( )	( )	( )
(9) Practice of basic sports skills	( )	( )	( )	( )	( )
(10) Other activities (specify)		( )	( )	( )	( )
		( )	( )	( )	( )
		( )	( )	( )	( )
		( )	( )	( )	( )

FACILITIES

25. Which of the following facilities are available for the health education program? (please check (✓) )

Indoor gymnasium ( )  
 Outdoor play area ( )  
 Classroom(s) ( )  
 Game room(s) ( )  
 Bathrooms ( )  
 Locker rooms ( )  
 Shower rooms ( )  
 Teacher's office ( )  
 Medical room ( )  
 Other \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

EQUIPMENT

26. How many pieces of each of the following types of equipment are available for use? (Please indicate the number of pieces--approximate, if necessary)

Softballs \_\_\_\_\_  
 Volleyballs \_\_\_\_\_  
 Basketballs \_\_\_\_\_  
 Utility balls \_\_\_\_\_  
 Bats \_\_\_\_\_  
 Batons \_\_\_\_\_  
 Volleyball nets \_\_\_\_\_  
 Volleyball standards \_\_\_\_\_  
 Phonograph records \_\_\_\_\_  
 Gymnasium mats \_\_\_\_\_  
 Broad jump mats \_\_\_\_\_  
 Protective goggles \_\_\_\_\_  
 Other (specify) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

27. (a) Has there been conflict between your program and other programs over the use of facilities? yes ( ) no ( )

(b) If "yes", has the conflict limited your program in any way? yes ( ) no ( )

28. Would you please identify the most important obstacles or problems you have encountered in your attempts to conduct an effective health education program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Use reverse side if necessary)

Center P.S.	Address	Phone #	Secy.
-------------	---------	---------	-------

Sending Schools	Address	Phone #	Principal
-----------------	---------	---------	-----------

Supervisor	Position	# Sessions/wk.
------------	----------	----------------

Classes Area	School Grade	Present	Register	Total	Ethnic Composition	Name of Teacher
		P.S.	Par. Sc.	Register		

Total Register by area  
Total Register by grade  
Av. Pupil Teacher Ratio

Name of Teacher	How Selected	Rating X Sect. Staff	Years of Experience	Regular Substitute	Special Abilities

After School Study Center Tutorial Program  
Classroom Observation

---

Center P.S. \_\_\_\_\_ Area \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Physical Surroundings

Records

- Class list
- Attendance
- Others
- Attendance/register
- Ethnic composition of class

Teaching

- Planning
- Materials and Supplies Used
- Books
- Teacher prepared materials

Lesson Observed

- Type
- Motivation, Interest, Enjoyment, behavior
- Promotion of Integration
- Rating of Lesson

Noteworthy practices

Problems

Suggestions for Improvement

Estimation of success of program

- Teacher's opinion
- Pupil, parent etc. opinion

SUPERVISORY PRACTICES

LOG OR LESSON PLANS

SPOT VISITS

WRITTEN REPORTS

OTHERS

RECORDS

ADMITTING POLICY

ELIMINATING POLICY

CLASS PLACEMENT

ARTICULATION WITH NON-PUBLIC SCHOOLS

FEEDBACK

INSPECTION OF RECORDS ~~WHERE~~ KEPT?

CLASS LISTS

ATTENDANCE

OTHERS

MATERIALS OF INSTRUCTION

BOOKS

SUPPLIES

OTHERS

4- ESTIMATION OF SUCCESS OF PROGRAM

1- NOTEWORTHY PRACTICES

2- PROBLEMS

3- SUGGESTIONS FOR IMPROVEMENT



CENTER FOR URBAN EDUCATION  
33 West 42nd Street  
New York, N.Y. 10036

Title I Evaluations

AFTER-SCHOOL STUDY CENTERS

I. General Information:

Mr.

Mrs.

1. Name, 1st name first (Optional) Miss \_\_\_\_\_

2. Tutorial Program (circle one) Reading, Arithmetic, Mathematics, English

3. Days you teach (circle proper ones) Tuesday; Wednesday; Thursday;

4. Hours \_\_\_\_\_

5. School where located (Name) \_\_\_\_\_

(Address) \_\_\_\_\_

6. Non-public schools served: 1. (Name) \_\_\_\_\_

(Address) \_\_\_\_\_

(Days served) \_\_\_\_\_

2. (Name) \_\_\_\_\_

(Address) \_\_\_\_\_

(Days served) \_\_\_\_\_

3. (Name) \_\_\_\_\_

(Address) \_\_\_\_\_

(Days served) \_\_\_\_\_

4. (Name) \_\_\_\_\_

(Address) \_\_\_\_\_

(Days served) \_\_\_\_\_

II. Please tell us about yourself:

7. Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female

8. License \_\_\_\_\_ Regular \_\_\_\_\_ Substitute \_\_\_\_\_ Special

\_\_\_\_\_ Other



9. Subject area of license: \_\_\_\_\_
10. Position: \_\_\_\_\_ Full-time - \_\_\_\_\_ Part-time
11. Years of teaching experience \_\_\_\_\_
12. Level of experience: \_\_\_\_\_ Elementary; \_\_\_\_\_ Secondary  
\_\_\_\_\_ System-Wide
13. Years of teaching experience in Reading/Mathematics \_\_\_\_\_
14. Grade normally taught \_\_\_\_\_

III. Please tell us about your tutorial class:

15. Number of children registered:
- a. Non-public school children \_\_\_\_\_
  - b. Public school children \_\_\_\_\_
16. What is the average attendance in your class? \_\_\_\_\_
17. Grades served by your class \_\_\_\_\_
18. Age range in your class \_\_\_\_\_
19. Equipment:
- 1. \_\_\_\_\_ Very adequate
  - 2. \_\_\_\_\_ Adequate
  - 3. \_\_\_\_\_ Less than adequate
20. What materials, books, and equipment have you not been able to obtain?

21. What materials, books and equipment did you yourself bring, construct, or borrow?

22. Do you believe the content of the program is beneficial to disadvantaged children? 1. \_\_\_\_\_ Yes

2. \_\_\_\_\_ No

23. Have you used any diagnostic testing?

1. \_\_\_\_\_ Yes

2. \_\_\_\_\_ No

24. If yes, what tests did you use? \_\_\_\_\_

25. Do you believe that the composition of the class is made up chiefly of children who are retarded in reading/arithmetic?

1. \_\_\_\_\_ Yes

2. \_\_\_\_\_ No

IV. Please place an X at the proper position on the scales below:

	3	2	1
26.			
	Pupils are highly motivated and enter into the activities enthusiastically.	Pupils are somewhat interested. Some participate, others do not.	Pupils are not Interested and do not participate.
	3	2	1
27.			
	The classroom is attractive. Other facilities are in excellent condition.	The classroom is adequate, but un-attractive. Some equipment is damaged.	The classroom is small and poorly equipped. The lessons are hindered by inade-

28. Was the classroom suited to the age range of the children?

1. \_\_\_\_\_ Yes

2. \_\_\_\_\_ No

29. Did the classroom offer adequate and secure storage space for materials?

1. \_\_\_\_\_ Yes

2. \_\_\_\_\_ No

V. Do you have any recommendations for next year's program, (administrative equipment, location, etc.)?

VI. Are there any activities of the program which you would like to share with the other teachers in the program?

VII. Comments:

## APPENDIX C

Staff List

Dr. Maurice A. Lonman, Evaluation Chairman  
Assistant Professor of Education  
City University of New York

Dr. Bernard Abramson  
Assistant Professor of Education  
Mills College

Dr. William Anderson  
Associate Professor of Health  
and Physical Education  
Teachers College, Columbia University

Mr. Joseph Deley  
Doctoral Student in Art  
Teachers College, Columbia University

Mr. Michael Esselstrom  
Assistant Coordinator of Student Teaching  
Teachers College, Columbia University

Dr. Paul Fitzgerald  
Assistant Professor of Education  
St. John's University

Dr. Antoinette Gentile  
Assistant Professor of Health and Physical Education  
Teachers College, Columbia University

Mr. Stewart Kranz  
Assistant Coordinator of Student Teaching  
Teachers College, Columbia University

Mr. Edward J. O'Connor  
Doctoral Student in Music  
Teachers College, Columbia University

Mr. Jack Schlitz  
Doctoral Student in Physical Education  
Teachers College, Columbia University

Mr. Terrence Larney  
Doctoral Student in Physical Education  
Teachers College, Columbia University











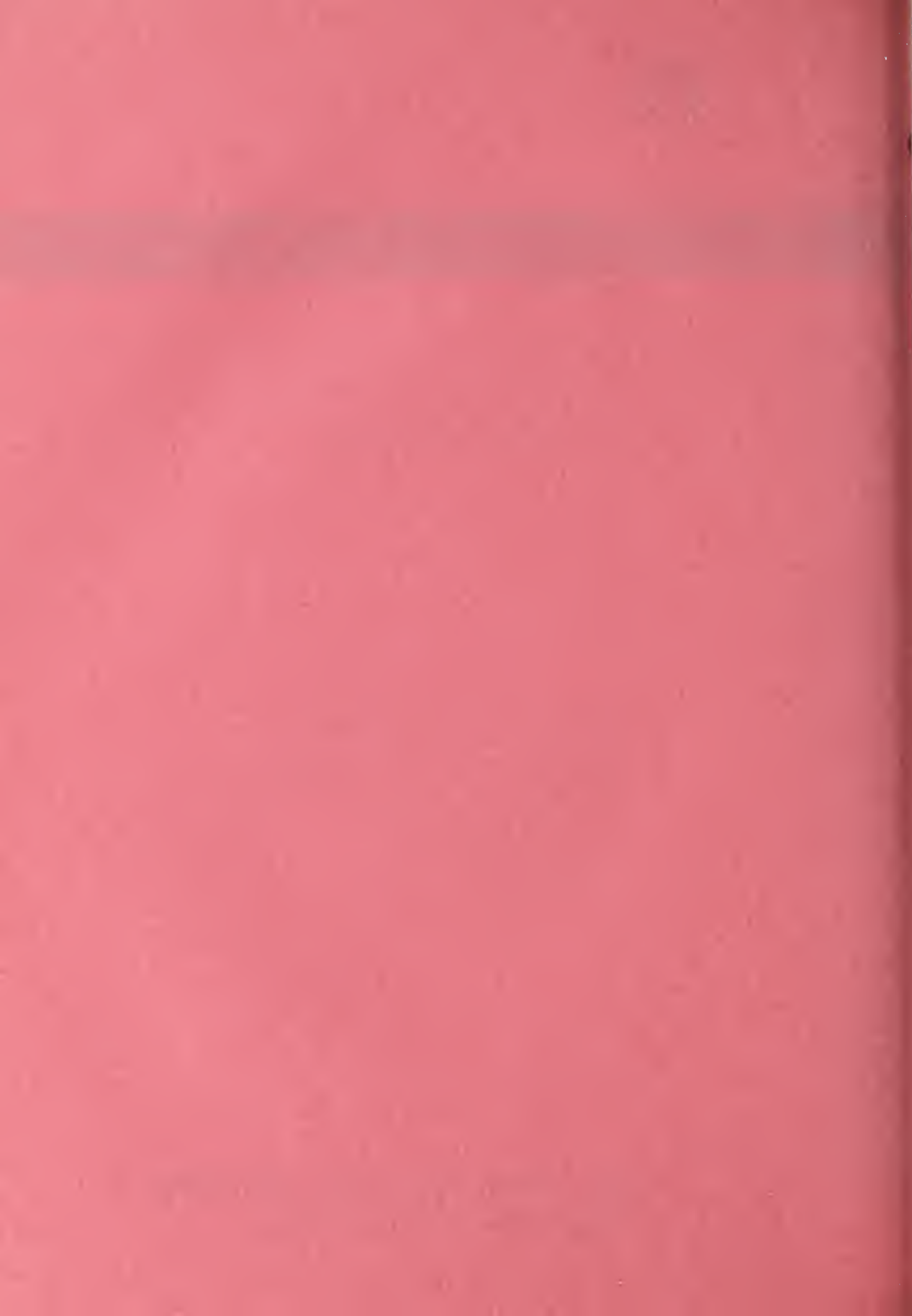
EVALUATION OF NEW YORK CITY TITLE I  
EDUCATIONAL PROJECTS 1966-67

IMPROVED EDUCATIONAL SERVICES IN  
SELECTED SPECIAL SERVICE ELEMENTARY  
AND JUNIOR HIGH SCHOOLS

By Carl R. Steinhoff

September 1967

**The Center For Urban Education**  
33 West 42nd St., New York, N.Y. 10036



01

CENTER FOR URBAN EDUCATION  
FIELD RESEARCH AND EVALUATION COMMITTEE  
ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: Improved Educational Services in Selected Special Service  
Elementary and Junior High Schools

Evaluation Director: Dr. Carl R. Steinhoff, Assistant Professor  
Division of Teacher Education  
The City University of New York

NOTE: To assist in the planning of Title I  
projects for 1967-8, this summary  
was prepared after the collection  
of all data but before the writing of  
the final report. The final report  
will contain a complete, detailed  
evaluation of the project.



## IMPROVED EDUCATIONAL SERVICES IN SELECTED SPECIAL SERVICE SCHOOLS

The project, as initially proposed, was intended to provide supplementary personnel, supported by adequate supplies and equipment to selected elementary and junior high schools in order to upgrade the quality of education in disadvantaged areas. These schools, designated Special Service schools, were characterized by high pupil and teacher mobility, high percentage of non-English speaking pupils, low achievement in academic skills, poor reading, and poor pupil discipline. The purpose of this investigation was to determine the effectiveness of the extra personnel by means of observations, interviews, and an analysis of the performance of the pupils on standardized tests.

### THE CLUSTER TEACHER

#### Observations

1. In most schools, cluster teachers served to give the regular classroom teacher additional time for planning and preparation.
2. There was inadequate coordination with the work conducted by the regular classroom teacher.
3. The effectiveness of the cluster teacher was often limited by her inexperience and lack of training.
4. Successful use of the cluster teacher was due to the initiative of the individual principal in his in-service training programs for these personnel.
5. Successful use of the cluster teacher's position frequently involved the principals' initiative in utilizing experienced teachers in these positions.

#### Recommendations

1. Cluster teachers should have additional training and experience.
2. Cluster teachers should teach motivated lessons rather than drill lessons. (In reading, they should use stimulating stories rather than teach phonics and word-attack skills.)
3. Cluster teachers should be familiar with the specialized skills required for working with small groups.
4. Cluster teachers should not be used as substitutes for teachers who are absent from school.



CITIZENSHIP EDUCATION CLASSES  
(Special Guidance Classes)

Observations

1. Citizenship classes were created in order to remove the disruptive child from the classroom, to alleviate reading disability through special programming, and to provide guidance for the children identifiable as early school dropouts.
2. The category, "disruptive child," ranged from simple nuisances to children with extreme pathological personal and social behavior patterns.
3. Two patterns were generally followed in alleviating reading disability. In one, achieving grade level was recognized as a minimal goal and remedial help was given to children who were below grade; in the other, instruction was given on an individual basis to provide for growth consistent with the pupil's abilities.

Recommendations

1. In spite of the fact that some children with extreme pathologies were able to function in a regular classroom, it is felt by the committee that they would be better off in an institutional therapeutic setting.
2. Qualified personnel should be assigned to teach the citizenship education classes.
3. A curriculum and program should be developed for these classes.

MUSIC AND ART

Observations

1. The music and art program reached a limited number of pupils. In the 25 schools visited, with an estimated total enrollment of 35,769 students, the art program served approximately 8500 students and the music program served approximately 9500 students.
2. The quality of the music and art programs appeared to be adequate in terms of staffing and curriculum.

Recommendations

1. The music and art program should be available to all pupils in schools in disadvantaged areas.





2. Emphasis should be placed on the recruitment and training of qualified teachers.
3. Special classrooms for teaching music and art should be available.
4. Both vocal and instrumental programs should comprise the music program.
5. Teachers of art and music should be licensed. Teachers with special aptitudes in these areas should receive ancillary licences in these areas.

#### JUNIOR GUIDANCE

##### Observations

1. Junior Guidance classes fall into three categories:
  - a) Closed classes - Classes with an equal number of boys and girls and an equal number of withdrawn and acting out children.
  - b) Open classes - Classes consisting of acting out pupils with severe behavior problems.
  - c) Halfway classes - Either classes with all acting out boys with two teachers assigned to each class or classes with acting out and withdrawn emotionally disturbed boys who could be transferred to regular classes upon the guidance counselor's recommendations.

##### Recommendations

1. Junior Guidance classes should be patterned after the existing closed classes.
2. The program should be expanded.
3. Additional guidance counselors should be assigned to assist teachers of Junior Guidance classes.

#### READING

##### Observations

The reading scores are based upon the Metropolitan Achievement test administered in October 1966 (pre-test) and again in April 1967 (post-test). Nine schools, of 207 ESEA schools, were selected at random. The results revealed that the second and fifth grade reading scores reflected increments greater than the expected measure of growth during the October-April period; whereas the fourth grade reading scores reflected increments lower than the expected measure of



growth. Grade two reading scores indicated the greatest growth beyond the expected measures in all classes of the nine schools studied. Some classes as well as individual students showed impressive growth in reading.

#### Recommendations

It is urged that emphasis on critical thinking and reading skills be incorporated into the program, because proportionately, far too much time was spent on phonic exercises and word-attack skills.

A reading readiness study should be considered, because pushing children into abstract reading too early may make the process more frustrating and possibly retard the reading process.



Center for Urban Education  
33 West 42nd Street  
New York, New York 10036

IMPROVED EDUCATIONAL SERVICES IN SELECTED SPECIAL  
SERVICE ELEMENTARY AND JUNIOR HIGH SCHOOLS

Carl R. Steinhoff

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation  
Joseph Krevisky, Assistant Director

September 1967

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## Chapter I

### INTRODUCTION

#### Objectives of Evaluation

The objective of this study was to evaluate the effectiveness and achievements of the Improved School Services Program during the 1966-67 academic year. This program has been in operation for the past two years in selected New York City schools.

The selected public schools participating in the program are known as Special Service schools. There were 207 elementary and 24 junior high schools participating in the Improved Services Program during 1966-67. Special Service schools are selected by means of a complex formula based on the number of children receiving free lunches, degree of teacher pupil transiency, reading and mathematic scores, and the number of non-English speaking children enrolled.

The Improved School Services Program was designed to improve the quality of education and related educational services available to the students in selected elementary and junior high schools -- from so-called culturally and economically disadvantaged backgrounds.

The chief objectives of the program were:

- a) to raise the levels of academic achievement of these children;
- b) to improve their emotional stability and foster better social adjustment;
- c) to improve the children's general attitude and their self-image;
- d) to provide for them specially suited and culturally enriched educational programs.

These objectives were to be implemented by providing more teaching and special service personnel to the participating schools.

The goals of the evaluation were to determine (1) to what extent the academic achievement of children participating in the program had improved during the past year as reflected in reading achievement scores, (2) the effect of additional teaching personnel on the quality and creativity of the education offered to these participating schools, and (3) the effect of additional service personnel on the pupils' attitudes and behavior.

#### Evaluation Design

The evaluation utilized several research techniques for data gathering:

- a) structured questionnaires administered to the participating schools' principals;
- b) analysis of reading achievement scores of a sample of the pupil population based on the pre and post scores of the Metropolitan Achievement Test;
- c) in-class observation by trained expert observers;
- d) additional open-ended interviews with administrative and teaching staff, and with guidance personnel involved in the program;
- e) observation and evaluation of effectiveness of instruction in subject areas studied - i.e., reading, music, and art;
- f) ratings of specific aspects of the classrooms and schools observed.

### The Sample

Written questionnaires were obtained from 170 principals of participating schools - out of a total of 231 Improved Educational Services schools in New York City.

A total of 55 schools were selected at random for more intensive study. Negro and Puerto Rican students together constituted about 90 per cent of the schools' population.

The cluster program was observed in 24 sample schools; Guidance services were observed in 15; Junior Guidance classes in 5; Citizenship Education classes in 5; the music and art programs in 25 schools.\* In addition, October 1966 and April 1967 Metropolitan Achievement Test scores were analyzed for nine representative schools.

The sample schools were visited by observers specializing in the disciplines studied, and personal interviews were conducted with the teaching and administrative staff involved in implementing the program. Each school was visited at least for one school day by each specialist.

---

\*When totaled, the number of schools adds to 74- however, 19 of the schools were visited by two evaluation teams. The actual number of schools visited is 55.

## Chapter II

### RESULTS OF PRINCIPALS' QUESTIONNAIRE

During the latter part of March 1967 questionnaires were mailed to all (231) principals of such schools. Completed replies were received from 151 elementary and 19 junior high school principals.

The questionnaire covered a variety of areas of the project's functions. Specifically, the principals were asked to describe: (1) their participation in program planning; (2) their evaluation of the manners in which the additional personnel were utilized and the contribution of those additional personnel to the general education of the students in their school; (3) their suggestions for future programs and their criticisms of the present program.

Scales were designed to help principals make comparative estimates of the changes effected by the additional personnel. All scales ranged from 1 to 5, with 3 as the standard mean. A rating of 1 indicated little influence or change and a rating of 5 indicated great influence or change.

#### Principals' Involvement in Program Planning

In response to the question, "Were you asked to participate in the joint planning of this or any other federally funded program beyond specifying individual needs?" all of the principals replied in the negative.

Furthermore, a considerable number of the principals indicated that they were appraised of their involvement in the program only when the evaluators asked to visit their school for the purpose of observing the program. Most of the principals indicated that they very much would want to participate as joint planners of future programs, in order that they might be able to make known the specific needs of their school to the Board of Education.

The principals were asked to evaluate the effect of additional personnel on various areas of school functioning, such as teacher morale, pupils' academic achievement, behavior and attitudes, teaching techniques, and curriculum.

The majority of the principals were neutral or moderately positive in their appraisal. Specifically, their evaluations were as follows:

Principals' Evaluation of Effect of Additional Personnel on Teachers and Pupils

1. Teacher Morale

The great majority of the principals felt that the additional personnel helped considerably to raise teacher morale in their schools. On the whole, elementary school principals were more positive in their evaluation of this aspect than junior high school principals.

The most commonly cited reason for the improvement in teacher morale was that the additional personnel, namely aides and cluster teachers, relieved the pressure on other teachers. Specifically,



teachers were relieved of some routine and administrative duties and were able to benefit from more preparation periods.

In elementary schools a high percentage of principals mentioned the music and art enrichment programs as being of most benefit to the children and most appreciated by teachers. Principals generally evaluated teacher morale highest where specialists were assigned. These specialists were seen as being of great assistance to new teachers not capable of giving instruction in special areas, such as art, music or health education. Some principals also mentioned that guidance counselors were helpful in supporting the programs of Citizenship and Junior Guidance classes. Citizenship Education classes (which were part of the Improved Services Program) were considered as helping teacher morale by reducing discipline problems. Some principals anticipated that the improvement in morale would be reflected in lower teaching personnel turnover in September.

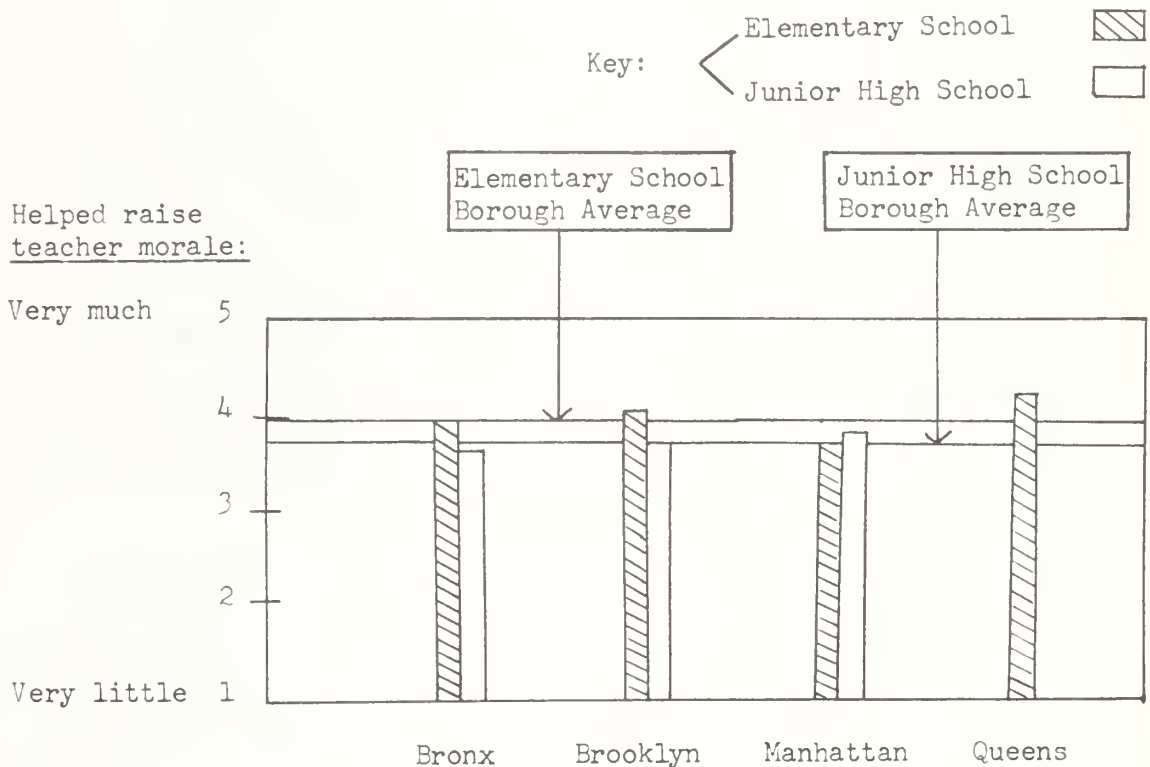
Proportionately fewer junior high school principals felt that additional personnel raised teacher morale in their schools, largely because about one third of them did not feel that they had additional personnel. To quote one principal, "Teacher morale has not been materially affected by Title I expenditures..., since our school would be entitled to the same personnel from the Board of Education budget." Another principal pointed out that he received only staff for positions to which his school was entitled under the UFT union agreement.

Among the junior high principals who felt that additional person-

nel had helped raise teacher morale, most credited the additional preparation time, lower class registers and fewer disciplinary problems (since initiation of citizenship classes) and a decrease in clerical and nonteaching chores with affecting this improvement. Table 1 summarizes this data by type of school and by borough.

TABLE 1

DEGREE OF IMPROVEMENT IN TEACHER MORALE  
DUE TO ADDITIONAL PERSONNEL



## 2. Adaptation of New Activities and Programs

On the average, both elementary and junior high school principals reported that the additional personnel assigned provided them with a modicum of freedom to adapt new activities or programs in their schools.

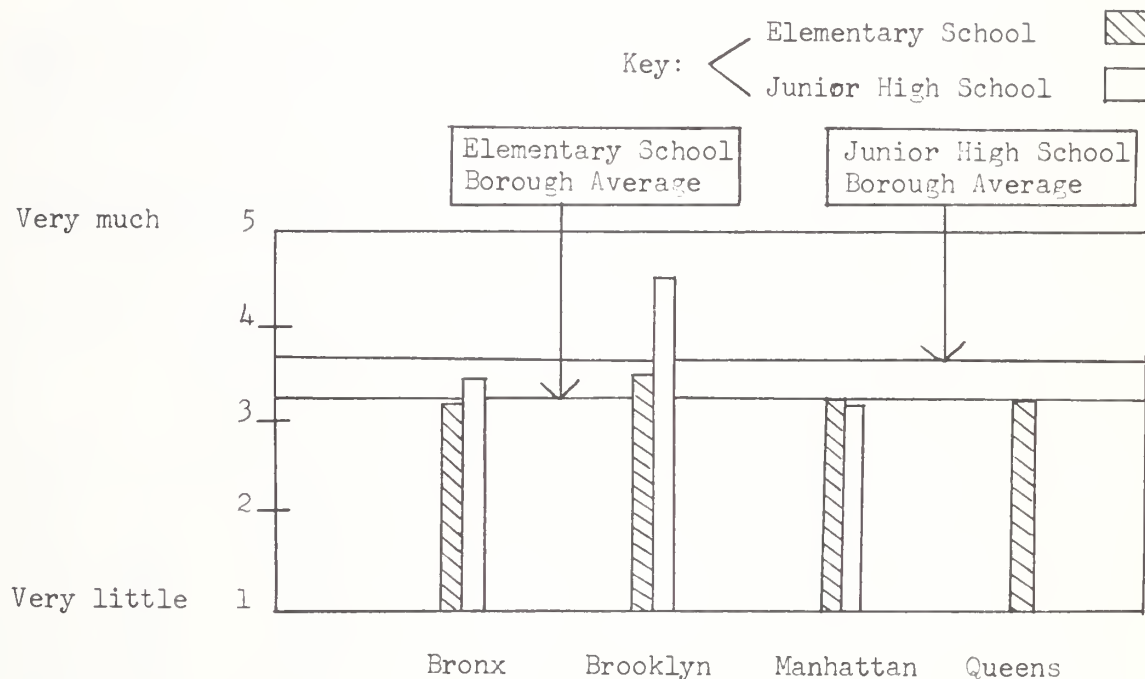
Only a small proportion at the elementary level reported that the personnel and materials provided were insufficient to attempt any innovations, while two junior high school principals replied that the "added" personnel were in effect "relief in accordance with UFT program" and merely permitted the school to "keep our heads above water."

The majority who reported that additional staff did permit some innovations in programs mentioned the following: (1) field trips to broaden the children's horizons, (2) small group instruction for non-English speaking children, (3) experience with foods of various cultures, (4) experimental skill enrichment program, (5) new activities to improve reading ability, (6) innovations in the use of laboratory programs and science equipment, (7) introduction of vocal and instrumental music programs, (8) introduction of career and small group guidance programs.

Several principals listed increases in certain activities and programs in this category - naming increased health instruction and increased remedial reading periods. This data is summarized in Table 2 on the following page.

TABLE 2

DEGREE TO WHICH ADDITIONAL PERSONNEL PERMITTED  
ADAPTATION OF NEW ACTIVITIES AND PROGRAMS



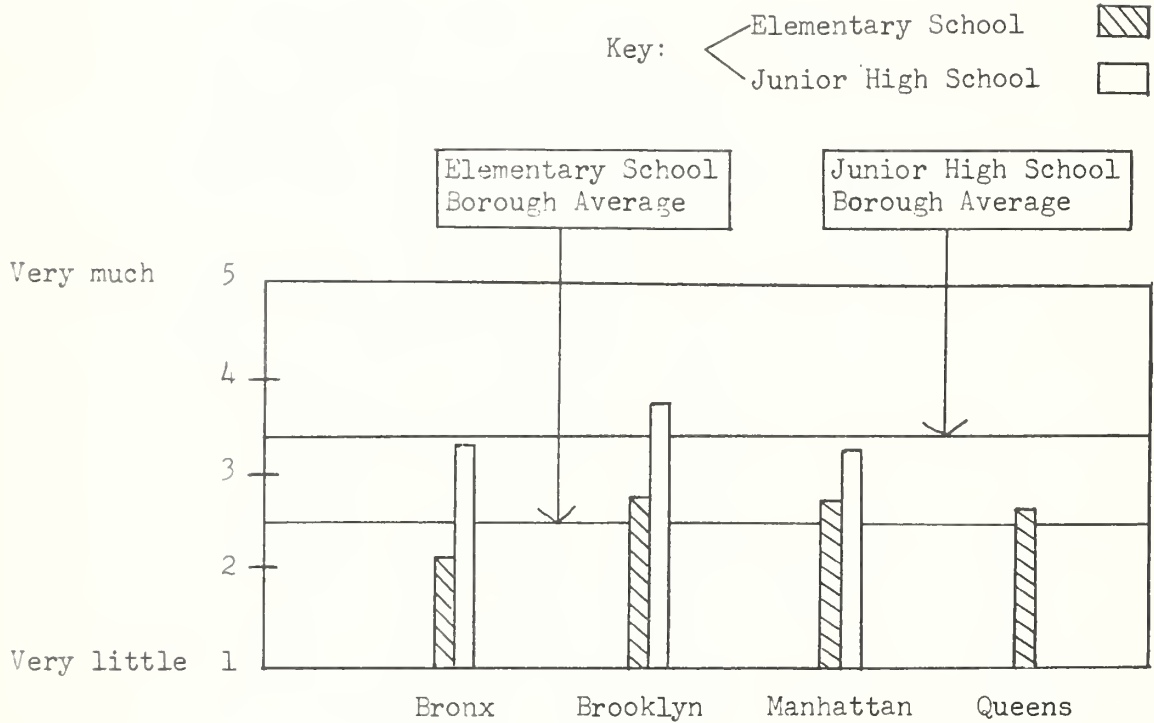
### 3. Development of New Curriculum and Teaching Methods

On the whole, principals felt that the additional personnel had little, if any, effect on curriculum change or development (see Table 3).

There is some indication, moreover, that some principals do not perceive that curricular change or experimentation were within their province. This impression was created by such comments as "...new curriculum development was not a purpose as we understood it," ...the "...curriculum is fixed and citywide" (implying that the development of curriculum was not possible under this framework), and "we do not develop new curricula. This is developed at the Board of Education."

TABLE 3

DEGREE TO WHICH ADDITIONAL PERSONNEL PERMITTED  
DEVELOPMENT OF NEW CURRICULUM



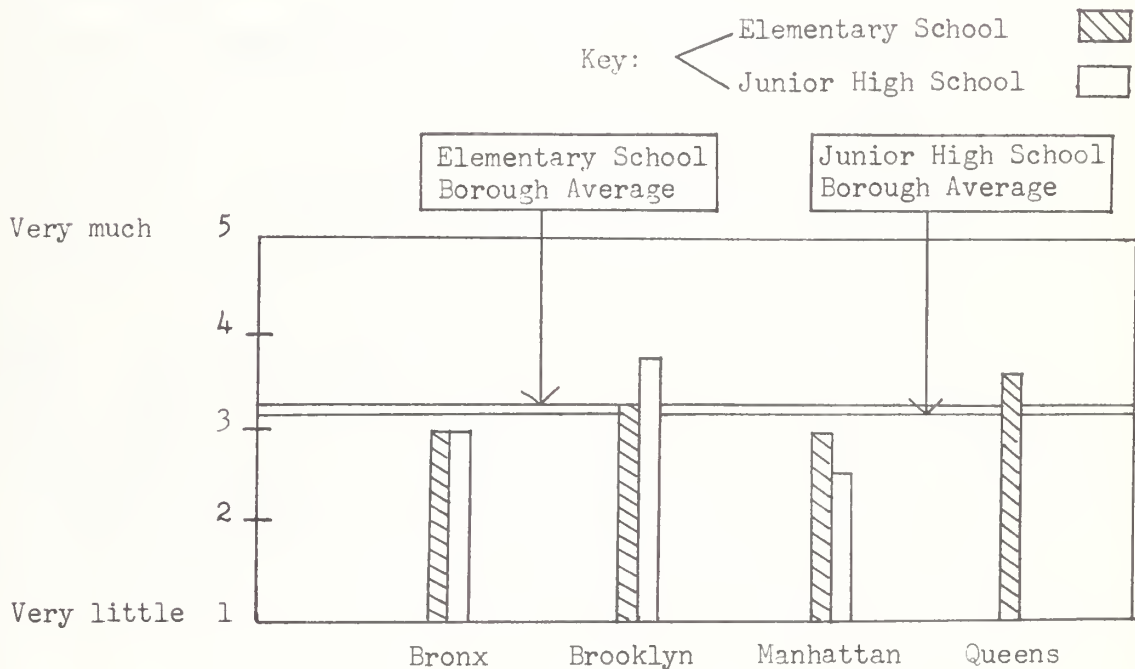
At the elementary level, in most cases the principal felt that the personnel granted was insufficient for this purpose, and that seasoned specialists were needed to initiate such innovations. According to them the question about new curriculum was "...not applicable as teachers were learning - attempting to master the curriculum." This attitude was less pronounced at the junior high school level, where the majority of principals said the additional personnel afforded some slight opportunity for curricular change. The innovations re-

ported appear to be limited to science, hygiene, and career guidance programs. One school "developed a modified curriculum in major subjects."

Most principals also did not feel that innovations in teaching techniques were made more possible by such additions of personnel as had been made (see Table 4).

TABLE 4

DEGREE TO WHICH ADDITIONAL PERSONNEL PERMITTED  
EXPERIMENTATION WITH NEW TEACHING TECHNIQUES



The majority reported that the additions permitted some very minimal attempts at innovations. Specifically, two of the junior high schools experimented with new teaching techniques. One initiated a

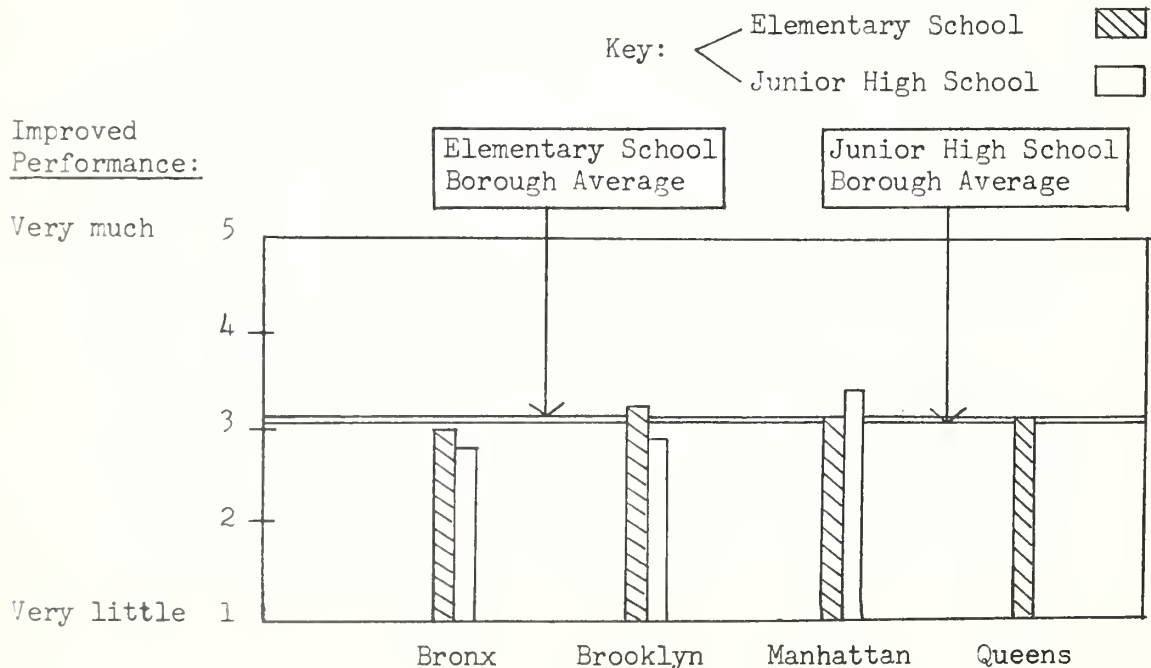
modified team-teaching program, while the second developed "large group teaching in reading and social studies." Again, in most cases the principals felt that the personnel granted was insufficient and/or not experienced. Where specialists were added as in the case of music, art, reading, and language arts - some new materials were developed.

#### 4. Improvement in Academic Performance

The majority of the principals did not feel that the additional personnel was instrumental in improving their pupils' academic performance to any marked degree (see Table 5). At both the junior high and elementary school levels the principals perceived a very modest improvement due to the staff they had so far been granted.

TABLE 5

ESTIMATE OF EFFECT OF ADDITIONAL PERSONNEL ON  
IMPROVEMENT OF PUPILS' ACADEMIC PERFORMANCE





A minority of principals were optimistic of academic results, based on impressive improvements already achieved. Six junior high school principals reported such improvement in the subject areas of science, English and reading.

One elementary school man predicted for his school "...ten students for Special Progress classes, setting up an Intellectually Gifted Class for the coming year, and upgrading of academic achievements of most children."

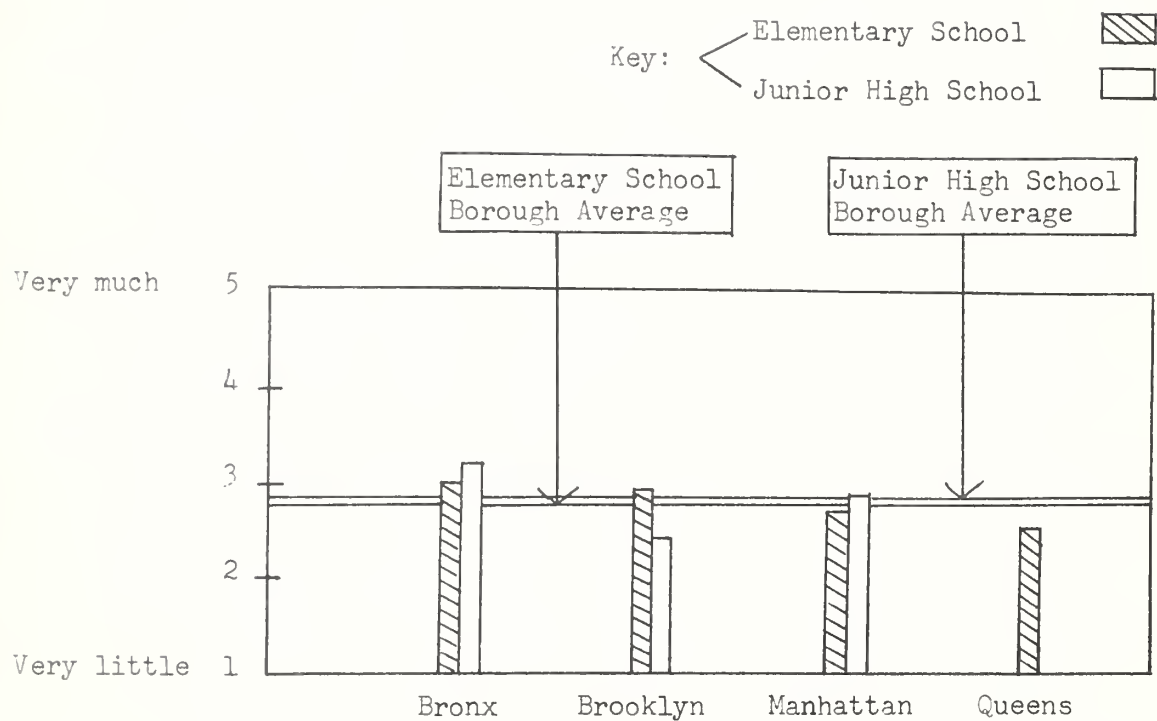
Three others noted improvement in reading based on pre and post test reading scores. Several principals noted a wider interest in reading through library activities. However, most of the principals felt that it was difficult or impossible to assess the exact degree of academic improvement and to determine which program or circumstance responsible for this improvement.

#### 5. Pupil's Attitude

Changes in pupil attitude due to additional personnel were reported to be minimal by the majority of the principals. Some, however, reported very positive changes (see Table 6).

TABLE 6

ESTIMATE OF EFFECT OF ADDITIONAL PERSONNEL  
ON IMPROVEMENT IN ATTITUDE OF PUPILS



Special services, such as Junior Guidance, Special Guidance, and Citizenship Education classes, were viewed as contributing to improving pupils' attitude toward school. Some of the principals pointed to

improvement in attendance, increased membership in Honor Society, fewer instances of vandalism, increased participation in the Science Fair and in musical programs, and a quieter school as a criteria for the measurement of positive attitudes toward school. One principal noted that the corrective reading program helped give his students greater confidence in their ability to succeed. Nine of the elementary school principals reported that their children were very actively engaged in science, music and art during school hours, and in after-school clubs or study programs. One of the principals noted that "children enjoy music and art - deprived children can achieve in these areas;" another found that children are "reading more." Four of the principals reported that they found it impossible to assess the students' attitude.

On the surface there appears to be a discrepancy between the principals' response to the attitude question on the scale, as compared to their further response. On an open-ended five point scale they evaluated the improvement in their students' attitude as being minimal - yet many went on to cite specific instances of improvement. What occurred was that when making the ranking on the scale the principals were considering the effect of the additional personnel on the attitudes of the total student populations - in the comments they volunteered, they were able to focus their attention on the part of their pupils who were actually reached by the special services etc. provided by the program.

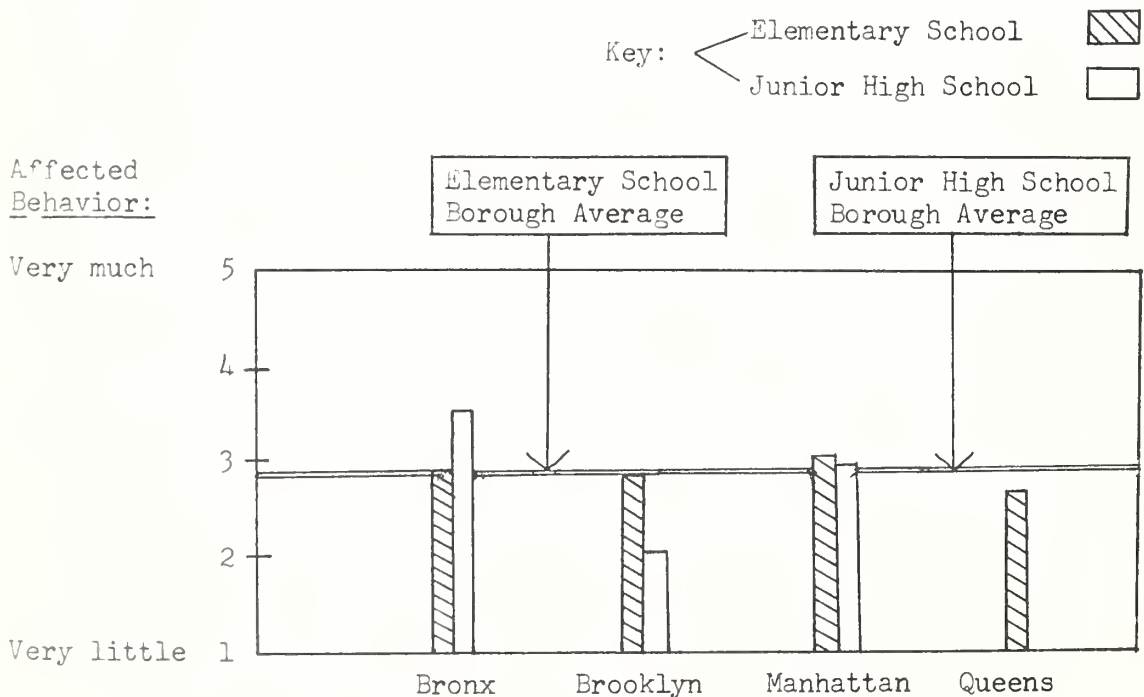
## 6. Pupils' Behavior

As in the case of attitude change, the bulk of principals did not feel that the additional personnel had much effect on change in pupil behavior (see Table 7).

Where principals explained their criteria for change in pupil behavior, improvement was described as due to (1) greater supervision through the use of aides leading to fewer suspensions and disciplinary problems, (2) improvement in Special Guidance, Junior Guidance and Citizenship classes to assist problem children, (3) more time available for counseling. One principal attributed behavior improvement

TABLE 7

ESTIMATE OF EFFECT OF ADDITIONAL PERSONNEL  
ON PUPIL BEHAVIOR



of disruptive children to the "...channeling of natural drives into success in music or art;" another used an auxiliary teacher to interview parents and pupils of Spanish-speaking background and found that "...this helped some children to behave better." Three of the principals found no change or improvement. Seven principals found behavior impossible to evaluate, while three principals found the additional personnel a deterrent to behavior improvement, as the children had (in the words of one principal) "...too many different people with varying standards and demands, to whom they had to relate."

#### Other Comments of the Principals

At the end of the questionnaire the principals were asked to state what they considered to be the most pressing problem(s) facing their schools, and to offer their suggestions for improvement of future federally funded projects.

The most commonly mentioned problem was the pressing need for more licensed and better qualified, experienced teachers. More than half the principals referred to this problem. Overcrowding in general, and lack of space and facilities for the special services (guidance counselors, social workers, etc.) were mentioned by another large segment. Another frequently stated problem was the urgent need for special service personnel; some principals mentioned guidance counselors and school aides, others named psychologists, school and family social

workers, psychiatrists, referral agencies, attendance officers, nurses, administrative assistants and teacher trainees. Other problems cited by some principals were: high teacher turn-over, high student mobility, and vandalism.

The principals' recommendations for any future federally funded projects focused on their belief that they, as principals of the recipient schools, should be involved in the planning stages of the programs. They wished to be consulted about the particular needs of their schools and to be able to determine in part just what sort of additional help they would receive. A segment of the principals felt that their schools would be best served if they - the principals were vested with the responsibility of requesting personnel according to their schools' specific needs.

These recommendations were partly prompted by the situation in which a sizeable proportion of the principals found themselves in regard to the Improved Education Services project. These principals had not been aware of their schools "participation" in the project - some were surprised to discover that any of their cluster teachers were filling Title I positions, and others had not been aware that some services and supplies provided their school were funded under the ESEA program.

Other measures recommended by the principals were: (1) smaller class enrollment, (2) additional special service personnel (such as teacher trainers, guidance counselors, psychologists, social workers, school aides, etc.), (3) better salaries for teachers, and particu-

larly for special service school teachers - in order to attract and hold the better and more experienced teachers who presently tend to leave the urban school for suburbia, (4) improved teacher training programs, (5) creation of job placement bureaus for pupils (where applicable).



### Chapter III

#### THE CLUSTER PROGRAM

The evaluation was conducted by means of observation and by personal interviews with the cluster teachers and the schools' principals. Twenty-four schools were surveyed in this segment of the study. In all, more than 70 cluster teachers were observed, on more than one occasion, while engaged in different tasks.

The cluster program is being discussed in this report because the Board of Education's directive of June 16, 1966 made it the instrument through which some of the goals of the Improved Services Program were to be implemented. These goals were cultural enrichment (music and art) and academic remediation.

The cluster teaching format was an innovation in the Improved Services Program, since during the previous academic year (1965-66) teachers designated as OTP (Other Teaching Personnel) were used to fill the added positions provided by the program. This change in personnel implementing the Improved Services Program was quite profound, since OTP's were expert, experienced teachers, specializing in one subject area, while cluster teachers were relatively new and inexperienced.

Specifically, the directive (titled "Plan for the Return of Experienced Elementary Teachers to the Classroom") listed the following points:

1. The OTP's were to be returned to regular classrooms and the Improved Services Program was to be implemented via

cluster-teachers.

2. Less experienced teachers in the school were to be selected as cluster teachers.
3. Cluster teachers were to be assigned one per five classes (making it a total of six teachers per five classes).
4. Cluster teachers were to retain their assignment for one year.
5. Cluster teachers were to "reinforce fundamental skills" wherever the children were not performing at grade level.
6. Regular classroom teachers in special service schools were to receive four preparation periods weekly. The cluster teachers were to cover their classes during these preparation periods.
7. The return of the OTP's to the classroom was supposed to reduce fragmentation by reducing the number of teachers each child would see.

From these provisions, it can be seen that cluster teachers were assigned to return the specialists to the classroom, and, even more important, to meet the U.F.T. contract for preparation periods. In other words, beginning in September 1966, Reading Improvement Teachers, as a separate category, no longer were to exist in the school organization. Some cluster teachers (anywhere from one to five of them in special service schools) were assigned to improve reading. This investigation was confined to evaluating that portion of the cluster program itself which had bearing on reading improvement.

#### How Cluster Teachers Were Chosen

As previously mentioned the cluster teachers were to be those who had the least experience, although the directive did specify that they

should have had at least one year's teaching experience. Some principals followed this directive to the letter of the law and kept these teachers in the "unspecialized areas" of the cluster program for the remainder of the year. (The unspecialized areas were mainly reading improvement and language arts positions.)

In some instances principals came to the conclusion that the persons they had chosen were too inexperienced to fill the cluster position effectively. In most of those cases cluster teachers were returned to a classroom, and were replaced by more experienced or more resourceful people. The converse occurred in some instances, where principals took the opportunity to remove ineffectual and poor teachers from the classroom and placed them in the cluster program.

Other arrangements included reassigning cluster teachers to regular classrooms when the classroom teacher was on leave, etc. In those cases the cluster position was left unmanned or other inexperienced teachers were assigned to fill in.

A few principals solved their problem by renaming last year's OTP's with the label "cluster teacher." Thus, they used the same experienced personnel with different titles. Additionally, some principals did not assign the cluster positions but asked for volunteers from their staff. The volunteers were usually seasoned teachers.

Thus, it becomes evident that the program was staffed in a wide variety of ways, by teachers of sharply contrasting talents and experience, this difference in the quality of personnel was reflected in the

unevenness of the programs' performance in different schools.

### Cluster Teacher Training

In most of the schools no training was provided for the cluster teachers. Any training that was undertaken focused on the new classroom teachers. Many of the cluster teachers did not have the requisite year of experience behind them. There were a few schools in which principals initiated training sessions or other means of aid for cluster teachers. These were quite successful in helping the cluster teacher to function well.

However, the majority of principals perceived the purpose of the cluster teacher to be a means of providing a 45 minute rest or preparation period for the regular classroom teacher.

### Utilization of Cluster Teachers

Most cluster teachers were used to provide classroom teachers with preparation periods. In most cases cluster teachers were assigned to cover the same classroom four times a week, usually at the same time each day. In addition to providing preparation periods on a regular basis, cluster teachers were also utilized for the following purposes:

1. To relieve the classroom teacher for meetings such as grade conferences or training sessions.
2. To relieve the classroom teacher for lunch.
3. To take on lunch, playground and other non-teaching duties, in place of classroom teachers or teaching aides.
4. To cover a classroom, without notice, as a per diem sub-

stitute when a substitute was not available.

5. To work in conjunction with the classroom teacher, in the same room at the same time.

6. To provide remediation in various subjects for small groups.

In general, cluster teachers were assigned to take over entire classes; in a few instances, they were given a chance to work as a tutor or coach with small groups of pupils who seemed to need extra help, usually in reading.

#### Variation in Subject Matter Assigned to Cluster Teacher

According to the Board of Education Directive, wherever the pupils were not working at grade level in fundamental academic skills, the cluster teachers were to reinforce those skills. In many schools the cluster teachers were cast as other versions of R.I.T.'s, whose purpose had been to focus on reading and language arts. In one school another "fundamental skill," arithmetic, was the subject assigned by the principal to the cluster teachers. In several other schools, the principals told their cluster teachers to emphasize science, music, or art to their classes. In other words, the principal usually decided on the "fundamental skill" to be taught. In general the principal hoped that each cluster teacher would become a specialist in that skill.

Several principals felt it best to allow the cluster teacher to indicate his most competent areas and then permitted him to choose what skills he would concentrate on, while some others allowed the cluster

teacher and the classroom teacher to confer: the two together decided on what should be taught. In principle this approach was sensible and flexible, but in practice frequently the classroom teacher either assigned the cluster teacher something that didn't interfere with her own program, or suggested that she merely serve as a drill-master for phonics or number combinations. There seemed to be a lack of coordination between the classroom and the cluster teacher.

#### Comments on the Performance of Cluster Teachers

The observers noted that much of the teaching, while carefully prepared, was standardized. The majority of the cluster teachers lacked the experience and confidence to relate the material studied to the children's background, experience or interests, or to expand and enrich it to make lessons more meaningful. The use of original reading matter, creative use of materials or other variations on standard teaching were the exception rather than the rule. However, there were notable exceptions - about one fourth of the cluster teachers observed were very good at their tasks.

In the area of reading instruction the most commonly observed weakness was that the teachers did most of the reading aloud themselves and that the teaching of reading, phonics and language arts were not coordinated.

The mathematics teaching observed relied largely on abstraction. Numbers were not related to practical application; there was no esti-



inating, mental arithmetic, or use of concrete objects. It was suggested by the observers that the arithmetic taught be made more meaningful by tying in word problems (i.e., reading), relating the children's own experiences to the abstract numbers.

In general, the quality of science teaching observed ranged from fair to excellent, despite frequent shortcomings in equipment and facilities. One teacher had been a science OTP the previous year, and had his own science room. To teach science, it is necessary to have a variety of materials which are too difficult to carry around from room to room, or from floor to floor; thus a science room was essential to the success of this teacher's program. The best science taught was taught in an experimental manner, with each child's having materials to work with.

Social studies, as taught by cluster teachers in the schools observed, were fragmentary, often confusing, sometimes unrelated to the present reality, and seldom correlated with reading. The teaching of this subject too proscribed, too rigid, too nonfactual.

Nowhere did the observer see committee work, individual research, or group assignments connected with reading.

#### Principals' Attitudes Toward the Cluster Program

Many principals were surprised to learn that their cluster teachers were filling Title I positions, although the majority of the principals were positive in their attitudes toward the cluster program.



The remainder had various objections to it. Many principals were concerned because they felt that cluster teachers disrupted classes, to an extent which required hours to accustom children to normal routine. Others wanted the return of OTP's. Some wanted to dispense with all OTP's and cluster teachers and to return all teachers to the classroom.

All principals who were in favor of the cluster program thought that cluster teachers should be specially trained and more experienced. A large number of principals felt that the only effective way to utilize cluster teachers was to help them to become specialists. In practice, however, few provided any kind of training for their cluster teachers.

By and large where the principals chose their cluster teachers wisely and where they accepted them as full-fledged members of the staff (rather than merely tolerated them), the principals had few criticisms of the program and felt that it benefited the school and the students.

A few principals did not feel that the cluster program was useful. They viewed it merely as a device for providing free periods for teachers.

#### Cluster Teachers' Attitudes Toward Their Assignments

Many of the less experienced cluster teachers felt that they were faced with unsolvable disciplinary problems created in part by their

own lack of experience and in part by the limits of 45 minute periods in which to gain some continuity and rapport.

Some of the cluster teachers felt that a more specific program should be laid out for them by the Board of Education. On the other hand, many others felt that the program should be even more flexible. They wanted training in small group methods, more supervision of a constructive nature and more materials to work with. In general, the cluster teachers assigned to the kindergartens were the happiest. They all seemed to enjoy being with the younger children; and participating in less rigid lesson plans.

A few cluster teachers enjoyed the variety of experience and the fun of being free-floating. On the other hand, others complained of teaching the same lesson over and over again, of being forced to serve, without notice as per diem substitutes, of the lack of continuity in scheduling, and this difficulty of having to deal with whole classes of children who encountered obstacles in grasping academic concepts.

## Chapter IV

### EVALUATION OF GUIDANCE SERVICES AND JUNIOR GUIDANCE CLASSES

This chapter presents the findings of the evaluation team regarding the guidance services and Junior Guidance classes provided under the ESEA Improved Services program. These special services were studied and evaluated in 20 schools.

The objectives of the observers' visits were to evaluate the quality and effectiveness of the guidance services provided, as well as to evaluate the performance of the Junior Guidance class program.

The following were some criteria which the observers used to arrive at the evaluation. These are best stated in the form of questions the most comprehensive one being:

Does the program enhance the development of all the children  
for whom it was designed ?

Specifically does it:

1. Provide for early identification of any special strengths and talents or any special weaknesses and needs (both emotional and academic) of the children, and does it provide access to needed specialized treatment , where it is indicated?
2. Provide effective assistance to children with emotional and/or behavioral problems and to children showing academic underachieve-

ment or retardation.

3. Contribute to the more efficient and effective functioning of the school as a whole.

The performance of the school administrators and guidance personnel in implementing the program was evaluated in terms of their:

1. Understanding of the goals of the program.
2. Attitude toward the program.
3. Degree of their professional competency and proficiency.
4. Degree of their ability to adapt and respond to special service school conditions and the extent to which they communicated and interacted with the whole school community (i.e. parents, referral agencies, other community organizations, etc.)

#### Method of Evaluation

The evaluation was conducted by means of direct observation and by personal interviews. The specialist-observers visited each school and:

1. Observed junior guidance classes (in those schools where they existed).
2. Interviewed the guidance counselors and reviewed some of the cases they handled.
3. Interviewed the school's principals regarding these special services.

Note:

Before presenting the evaluation itself, it is necessary to mention that the evaluators stress the fact that, of necessity, an evaluation of this program should be interpreted in relative, but not absolute terms. The late contract for this evaluation placed limitations on the observers. Therefore "before" measures of students on academic, attitudinal, and behavioral variables as of September 1966 could not be ascertained. In addition the absence of these "before" measures made it difficult to determine the "effectiveness" of the program.

A. Guidance Services

Of the 20 schools surveyed, 15 had a full or part time counselor assigned to them.

1. Principal's Attitude Toward the Guidance Service Provided

All but one of the principals were at least somewhat positive toward the guidance program. Each reported that the assignment of a full or part time counselor did relieve them of certain guidance functions, which permitted them to devote more time to administration and supervision. Such functions included the preparation of suspension reports, agency referrals and reports, and to a large extent, parent interviews. However, the enthusiasm of the principals for the program was limited by their negative evaluation of its total effectiveness. Simply, while all principals were glad to have one or even three fifths of a counselor assigned to their schools, they perceived

the needs of their schools to be far greater than this assigned personnel could possibly service.

Although the principals acknowledged the importance of guidance activities for all of the children and for early identification of abilities and disabilities, all but two felt that the work of the counselor in their schools was of necessity crisis-oriented and behavior problem centered. The two exceptions occurred in schools whose general climate seemed to closely approximate that of suburban schools. In one of these schools, the counselor was primarily concerned with eliminating or lessening underachievement, in the other, the counselor (assigned to kindergarten and first grade) focused her activities on the early identification of abilities and disabilities.

All but three of the principals felt that the assigned counselors were effective in working with behavior problems. Effectiveness seemed to be defined as working hard and trying in the face of an overwhelming number of serious problems and limited referral facilities. Of the three exceptions, two felt that they needed counselors with more experience so that they could work with the school staff, since some of the children's problems were being aggravated by exposure to inexperienced teachers, and the third would have preferred a social worker.

#### Counselors' Attitude Toward the Guidance Services

While in theory all the counselors recognized the need for guid-

ance for all children to permit early identification of incipient problems or special talents requiring special attention, in practice they worked with the "disturbed child." They perceived their function as dealing with children who represented an urgent problem to the school and the outside world. By and large they felt that they were so overwhelmed by coping with just the serious problem children, that only an addition of two or three other guidance counselors could make other guidance activities at all possible.

In effect the counselors agreed in their appraisal with the principals. Both groups felt that the service was a much needed one and both felt that the program did not provide for enough of this service.

#### Observers' Evaluation of Guidance Services

In all but two schools, the guidance counselors' activities were focused exclusively on solving the immediate problems of children exhibiting serious problem behavior.

Only in one school was the counselor involved in identifying children's abilities and disabilities at an early stage. In only one other school was the counselor actively involved in providing vocational guidance to the students.

Consequently, in all 15 schools entire areas of guidance were neglected. Large numbers of children were receiving any guidance, except in isolated instances where the classroom teacher took the initiative and responsibility of referring them. With the exception of the



two counselors noted above, none were providing vocational, educational, developmental or preventive guidance.

This situation appeared to be largely the result of insufficient staffing of the guidance program and, to some extent, of the professional or personality limitations of the counselors. The consensus, among the evaluators, was that good intentions and genuine interest in and concern with the children was the only thing not lacking in the program.

In evaluating the level of the guidance counselor's professional competence, the observers noted the following:

1. In most cases, neither counseling theory nor technique seemed to be applied in the school situation. Discussing their "cases," counselors tended to be aware only of the child's limitations or problems: they were not interested in the child's possible strengths. Counselors were not, on the whole, able to perceive the manner in which a child viewed a situation. While all but three had the capacity to relate to the children they worked with, the guidance relationship was used more to admonish and to encourage the child, than to help him to clarify his situation and to participate in setting goals.

2. Only one counselor exhibited familiarity with the community.

Two counselors made a practice of home visits. The extent of contact with persons beyond the school and of utilization of the community's resources varied sharply from case to case.

3. The majority (all but six) of the counselors evidenced a

limited knowledge of personality dynamics. It was suggested by the evaluators that some additional training in the psychology of individual differences and in group dynamics would enable the counselors to work more effectively with the rest of the school staff as well as with other community elements.

The observers found that the pressure under which counselors began to feel themselves as their work load mounted was reflected in their approach to problems. In a sense, they seemed to view themselves as trying to put out a forest fire with a watering can. All counselors (and all but two principals) felt that more counselors and more referral facilities were badly needed. The evaluators arrived at the same conclusion - with the additional condition that these counselors be very well trained and specially oriented to functioning in special service (slum) schools.

At present the guidance program is of some value to some students - but of very limited value to the majority of the children. At its present level of operation it can not achieve its stated goals.

#### B. Junior Guidance Classes

Among the schools visited, five had Junior Guidance classes. The total number of Junior Guidance classes observed in the course of the evaluation was eleven. These classes were:

1. Four Closed Classes - Balanced with an equal number of boys and girls, and an equal number of withdrawn and acting out children.

September admission.

2. Four Open Classes - All acting out behavior problems, all boys, three admission dates a year.
3. Three Halfway Classes - The evaluators observed a difference between the way in which the two schools who had these classes described them. A school with one halfway class, described it as consisting of all acting out boys only; two teachers were assigned to the class.

In the second school these classes were described as admitting both acting out and withdrawn boys who were clinically diagnosed as emotionally disturbed. Pupils could enter and leave at any time of the year, subject to the counselors' recommendation.

With the exception of the one halfway class mentioned above, three teachers were assigned to each two Junior Guidance classes in addition to the part time services of a guidance counselor whose sole responsibility in the school was the Junior Guidance Program.

#### Principals' Attitude Toward Junior Guidance Program

All the principals were fairly positive toward the Junior Guidance class program. Two were very satisfied with the results of the program to date - the remaining three were less enthusiastic, and had more reservations about it.

On the positive side were the benefits to the school and to the pupil. All principals felt that the Junior Guidance classes helped to ease the situation in the regular classes by removing some of the most difficult, disruptive children. Only two reported that the Junior Guidance classes actually helped the children enrolled in them.

Negative reactions concerned the difficulty of staffing these classes, the resentment of the Junior Guidance staff by some regular teachers because of the small register and the special attention given to the children enrolled in this program, and the feeling that the program was too independent of the rest of the school.

#### Teachers' Attitudes Toward Junior Guidance Program

All of the teachers of Junior Guidance classes felt that the program actually benefited the children enrolled. While it was of some benefit during the first year, according to the teachers, the children achieved greater growth in emotional, social, and academic spheres in the second year of the program.

Teachers felt that allowing new admissions during the term upset the class progress temporarily.

Only two teachers stated they were considering leaving the program. The observers found a therapeutic atmosphere in the 11 classes visited.

#### Junior Guidance Counselors Attitude Toward the Program

All but one of the counselors were positive in their appraisal of the program's benefits to the children. They felt that youngsters in the Junior Guidance Program showed considerable improvement in their overall-behavior.

Observers Evaluation of Junior Guidance Program

The observers found the Junior Guidance Program to be functioning relatively well in the eleven schools visited. It is providing a badly needed service reasonably efficiently and effectively in the five schools observed.

Junior Guidance counselors differ considerably from the general school counselors surveyed in this study. While the latter are marked by a sense of pressure and implicit frustration, the Junior Guidance counselors were remarkable for the quality of and optimism they conveyed to the students.

The same observation applies to teachers of Junior Guidance classes. Only two teachers and one counselor were exceptions to this rule.

Even though the pupils enrolled in the program were among the most troubled to be found, the staff seemed to be able to provide a healthy environment. The administration was concerned that a separate group existed within the school. Yet, this small group was able to provide a therapeutic services, helpful both to staff and students.

The students' progress was apparent, since in all but one instance the observer was able to distinguish Junior Guidance classes in their first year of operation from those in their second year. Second year classes showed a marked improvement over first year classes in attention span, interest in learning activities, peer relationships and responsiveness to the teacher.

There was a considerable difference between "closed classes" and those designated "open" or "halfway" classes. Closed classes seem to reduce the anxiety level of the pupils. In closed classes the children appeared to be more tolerant of one another and better able to tolerate severe acting out (see page 6) in one member without the rest of the group responding in kind. In the acting out groups, it appeared that one member who was having a difficult day could trigger the entire group. Also, closed classes appear to permit more effective functioning of the teacher. These classes seem to exert less pressure on the teacher and to provide more security and satisfaction for the children.

Almost all the teachers observed were competent and well suited to their assignment. Teachers rated most effective were those with many years of teaching experience who were able to tolerate moody, disruptive behavior, set some kinds of consistent limits, empathize with the children and provide a variety of creative learning activities.

In conclusion, evaluators felt that the Junior Guidance Programs were effective in providing for the growth of troubled children. The observers found no classes under custodial care. The closed class appeared to be more therapeutic for the children and less demanding on the teachers, although all Junior Guidance classes demand much more than an average class. The evaluators advise that Junior Guidance classes be staffed by teachers who are experienced and acquainted with the problems of children enrolled in the program.



## Chapter V

### EVALUATION OF CITIZENSHIP CLASSES

This chapter presents an evaluation of the citizenship education classes conducted under the auspices of the Improved Services Program. The data was gathered from observation and personal interviews with assistant principals and teachers of citizenship classes.

Citizenship classes were studied in five schools.

The citizenship classes had a variety of purposes. Since there were no directives from the New York City Board of Education or from the district superintendents' office providing clear and specific guidelines for the formation of these classes, the individual principals had the option to use the added position as they preferred.

The evaluators found three concepts of the citizenship classes:

1. The citizenship class was created in order to remove the disruptive child from the normal classroom.
2. The class was created to alleviate reading disability through special programming.
3. The class was created to motivate those pupils who would drop out from school not to do so.

Theoretically it might be argued that for the principal to have the leeway to determine how to utilize an assigned position is of benefit to the school, since he can tailor it to suit his most pressing need. In practice, however, while most of the principals would have



liked to set up classes for the disruptive, behavior problem child; the majority encountered staffing difficulties and the position remained unfilled. Citizenship classes organized to remedy reading difficulties also were difficult to staff.

The following observations were made of each type of citizenship class:

1. Removing the Disruptive Child from Regular Classroom

One class organized for this purpose was observed and it was exceptionally effective. The teacher in the class was the prototype of the kind of person necessary to teach problem children. The children designated for this class suffered from extreme personal and social problems. Other classes appeared to be depositing places for children not seriously disturbed, but possibly disturbing to a teacher. The evaluator noted in another instance that the term "disruptive" was used in a liberal way, and that the child in question could easily have been placed in a typical classroom. (This impression is based on the visitor's observation of a conference at which placement of a child in a yet non-existent citizenship class was considered).

Thus it was observed that the term "disruptive child" was variously and liberally interpreted. The evaluators suggested that the teacher of such children should possess the following characteristics:

1. He must be a person who has an exceptional sensitivity to the mood of highly volatile children.
2. He must be adept at individual instruction for children who

have a highly disparate range of achievement and performance.

3. He must be able to cope with hostility.

4. He must be able to overcome, through his presence and manner, antagonisms and hostilities beyond what could be normally expected of a population even in a highly disadvantaged area. Such teachers are indeed rare but were found in some schools. Teachers such as these could have been equally effective with a more typical classroom group. In any case their performance was heroic.

## 2. Alleviation of Reading Disability

Two patterns of programming for the alleviation of reading disability were observed:

1. One grade level was focused on, and special help in small groups was given to children who were for some reason not up to grade level.

2. Reading help was given across the board to all children who needed it. Sometimes the teacher traveled from group to group; sometimes the group traveled to the teacher. In the latter category one group was observed in progress. The principal was having staffing difficulties and used a per diem substitute to work with this group. The substitute observed was patient but ineffectual. In several other instances, groups could not be formed because no one sufficiently competent to staff the classes could be found. Obviously these functional details of the

program must be worked out before it can become truly effective.

3. To Motivate Potential Drop Outs to Remain in School

In this approach, children were designated and identified as potential drop outs. The theory was that the school holding power would be increased if attention were given to these children through extra-curricular duties and special assignments. Also, it was felt desirable to inculcate the citizenship class with the special responsibilities of citizenship.

Only one such class was observed in operation.

An overall evaluation of the Citizenship Education Class Program is difficult in the absence of any cohesive, standardized program. That it may be a useful device for principals to obtain a special kind of class particularly needed in their schools is of considerable value. However, some general ground rules should be established, so that children with severe emotional pathologies are not placed together with hyperactive, high-spirited children who are otherwise normal. Some basic guidelines should also be established for classes aimed at retaining the potential drop out. At present the program seems to be of uneven value in the various schools.

## Chapter VI

### EVALUATION OF ART AND MUSIC PROGRAMS

The data in this chapter are based on: (1) interviews with principals, (2) interviews with art teachers, (3) classroom observations, (4) music teachers' questionnaire.

In all, 76 schools participated in the art program. Seventy-eight schools participated in the music program.

Art and music evaluators visited 25 schools. Five of these schools were in Manhattan, nine in the Bronx and eleven in Brooklyn.

#### Pupil Population

The student population in the 25 schools visited were about 90 per cent Negro and Puerto Rican. English was a second language for many children. Many of the Negro children raised in the South. Many of the newly arrived Puerto Rican children had had limited formal schooling.

There were 35,769 pupils enrolled in the 25 schools visited by the art and music consultants. The ESEA Title I art program serviced approximately 8,500 (24 per cent) pupils in 17 schools. The ESEA Title I music program serviced approximately 9,500 (27 per cent) pupils in 17 schools.

#### Assignment of Music and Art Teaching Staff

All 25 schools were allotted at least one position in art and

and music. Nine art positions and nine music positions were utilized as "cluster teachers" in other subject areas.

Principals were responsible for selecting qualified teachers. As a rule they did not feel qualified to evaluate the competencies of art and music specialists, but they did indicate that possession of common branches license was not adequate certification for these specialty positions. They selected the art and music teachers from those who expressed interest or aptitude in these fields.

The Board of Education shift from O.T.P. positions to "cluster" teaching positions further complicated selection and assignment of teaching staff. This administrative shift required experienced specialty teachers to return to classroom teaching. As a result, some teachers left the program. Cluster teachers were inexperienced and unqualified (according to licensing criteria) to serve as art and music specialists in many cases. In addition, they were also used for classroom coverage during the regular teacher preparation periods. As a result, they were unable to maintain ongoing special art and music classroom programs. Some classrooms had to be used as offices for the large influx of cluster teachers.

Interviews with principals and teachers revealed that large segments of both groups were not aware of the "Improved Educational Services" in Selected Special Services Schools program - and of their own school's participation in it.

Most teachers seemed uninformed about the nature of the Title I program, as well as being unaware that they were filling a position provided under this program.

#### A. Art Program

Seventeen of the 25 schools visited conducted art programs funded by Title I, seven schools conducted no art programs and one school conducted an art program which was not federally funded.

#### Physical Facilities

Of the 17 schools conducting the art programs, seven had special art rooms. The absence of art rooms in the other ten schools created serious problems for the teachers who had to transport supplies and equipment to each classroom. Additional difficulties arose because of lack of adequate storage space. Cluster teachers had to use a "cluster classroom" or office to store supplies in those schools which had no art rooms.

#### Materials and Supplies

Principals reported that they received no extra funds allotted for supplies under the terms of the Title I grant application. As a result where art supplies were requisitioned by the classroom teachers from the general school fund, or teachers used their personal funds to buy necessary supplies.

#### Qualifications of Teaching Staff

Of the 17 teachers interviewed, two had degrees or licenses in art. The other 15 had training through attendance at art workshops,

courses in elementary school art or art courses at the Museum of Modern Art.

Twelve teachers had a B.A. in education, four had an M.A. or M.S. in education and one had a B.A. in art education.

Thirteen had common branch licenses, one had a junior high school art license and three were substitutes.

Principals reported that the Board of Education failed to provide supervision of cluster teachers who were expected to fulfill the functions of art specialists. Art teachers reported only sporadic visits from supervisors. Teachers expressed interest in receiving systematic supervision, in attending art workshops and in receiving more practical suggestions from the Elementary School Art Syllabus.

Table 8

TEACHING EXPERIENCE IN ART

<u>Number of teachers</u>	<u>Number of years teaching art</u>
7	$\frac{1}{2}$
2	1
2	$1\frac{1}{2}$
5	2
1	3

Quality of Art Instruction

Despite limited art teaching experience, the observers rated the



quality of the instruction they observed as good. Eleven of 17 art teachers observed conducted varied art programs; these were rated from very good to excellent. Three programs were rated average, three below average to poor. These ratings can be considered unusual considering the lack of art teaching experience, physical limitations and supply shortages reported.

Difficulties of carrying supplies and equipment through schools which had no art rooms led to restriction of art activities to crayons, pastels, charcoals, and chalk.

Art teaching methods were rated excellent for eight teachers, above average for four, average for one, below average for two and poor for one. The high ratings were due to good teacher rapport with the children. Children often expressed enthusiasm for art program by spontaneous clapping when the art teacher entered the classroom.

#### B. Music Program

Seventeen of the 25 schools visited conducted music programs funded by Title I, six schools conducted no music programs and two schools conducted music programs which were not federally funded.

#### Physical Facilities

Of the seventeen schools with music programs, eight had special music rooms and nine had none. This restricted the range of possible

activities. In some classrooms lack of space limited activities such as movement to music or grouping of instrumental ensembles. In some schools the auditorium was used for glee club or instrumental ensemble rehearsals.

#### Equipment and Supplies

Each school visited had an adequate phonograph. Pianos were available in all but one of the special music rooms. However, several of these pianos needed tuning and repair. Cluster teachers not assigned a music room had to travel to classrooms and did not have access to pianos.

Teachers complained of excessive delay between requisition and receipt of necessary music equipment. The supplies of rhythm instruments and song flutes were inadequate.

#### Qualifications of Teaching Staff

Two music teachers had music licenses; several teachers with common branches licenses had special music training.

Most of the music teachers had been music specialists under the former O.T.P. specialist program. The majority had three or more years' music teaching experience. Four had two years' experience, two had one year and one was in her first year of teaching.

Teachers complained of insufficient and inconsistent supervision. They requested special workshops on teaching music to disadvantaged children.

Table 9

Teaching Experience In Music

<u>Number of Teachers</u>	<u>Number of Years Teaching Music</u>
1	$\frac{1}{2}$
2	1
4	2
10	3+

Quality of Music Instruction and Curriculum

Teachers in the music program attempted to develop positive attitudes in the pupils towards the kind of music that they would not ordinarily be exposed to.

The most frequently observed activities were singing and playing of instruments. Singing activities ranged from recreational singing to part singing in glee clubs. The focus was on learning the notes of the song correctly. Techniques for developing vocal skills were not observed.

Instrumental programs were highly developed, although they were usually restricted to a select group of students. Song-flute programs were restricted to a few special classes. Rhythm instruments were used only occasionally because of the shortage of instruments and the lack of space for accompanying movement. Instruction was therefore limited to focus on melodies.

Instrumental programs for band and orchestra were observed in two schools. Another school was in the process of initiating such a program.

In several schools successful improvisation and creative composition were observed. Music appreciation or listening activities were conducted in almost all schools. The songs, musical compositions, and biographical material utilized were considered adequate.

Music reading instruction was observed in very few classes. Where it was included in the program it was taught by rote. For example, the children were taught to recognize a note, were not asked to play or sing it. In the schools in which music reading programs were most advanced, instrumental activities were included in the program. A few classes made field trips to special musical events, with their regular teacher rather than their music teacher. In most schools field trips were impossible because the music specialist was used for coverage of teacher preparatory periods.

#### Attitudes Toward the Music Program

Fifteen of the 17 music teachers completed the teachers' questionnaire. All were unaware of the fact that their positions were federally funded or that they were participating in an Improved Services program.

Teachers and principals agreed that the music program was a particularly important experience for disadvantaged children, particularly

those who experienced failure in the more academic areas. They felt that successful participation in the music program helped to motivate many children to develop interest in other school activities. The instrumental program was more effective than the listening program.

Problems centered around the lack of continuity since many classes met only once a week. Shortage of adequately trained teachers limited the instruction to only small groups of talented children, or to ambitious but unrealistic efforts to reach excessively large numbers of children. Some teachers attempted to teach more than 600 students; such programs were weak.

#### Evaluators' Comments on Art and Music Programs

In the opinion of the evaluators art and music education programs offered unique opportunities for success and improvement of overall school attitudes for disadvantaged children.

They recommended that these programs be made available to all students in disadvantaged areas, but that the reading prerequisite for eligibility to participate in special art and music classes should be dropped.

In many of the schools where cluster teachers were used to teach art and music, no separate art and music classrooms were provided. Teachers had to travel to the classrooms carrying supplies and/or instruments. Also classes were only seen once a week and the programs

were disjointed. Here the evaluators recommended that special rooms for art and music instruction should be provided, insure regular class meetings under physical conditions of maximum structure, organization and stability.

To effectively carry out art and music programs it would appear that a modified departmentalized structure, is advisable for the upper elementary grades (4-6). Of the 25 principals interviewed, 22 favored the establishment of such a structure. One principal declined to express an opinion. Only two principals opposed such a change, feeling that too many teachers disrupted the necessary continuity required in elementary level teaching.

The evaluators recommend that modified departmentalized structure would provide opportunity for regular art and music instruction in the school schedule for all disadvantaged children.

## Chapter VII

### ANALYSIS OF READING ACHIEVEMENT

One goal of the evaluation was to measure some changes in the pupils' academic achievement levels in order to determine the effectiveness of the Improved Services Program in that area. Nine schools participating in the Improved Services Program were selected at random and the Metropolitan Achievement Test Reading scores of their students of October 1966 were compared to those of April 1967. Complete data was available for only the second, fourth and fifth grades at the time this report was prepared - the results of this analysis are presented in Table 10.

The schools studied have a very high student mobility rate. Of the 4,249 children who took the test in October 1966, only 2,930 were still enrolled in the same school during the April 1967 test. This represents a loss of 31 per cent of the original test group.

Since what was desired was a comparison between the children's reading achievement before and after the initiation of the modified Improved Services Program (i.e., cluster program) the scores of the children who remained in the schools out of the original total sample, were analyzed separately; for further comparison, group means all students tested on both dates are also presented. The expected increment in achievement scores over a six month (October to April) period was .60. The test group means in reading comprehension reflect a greater gain



than expected for the second and fifth grades, and slightly below the expected for the fourth grade.

Gains in word knowledge test scores were greater than expected (.60) in the case of all three grades, though only minimally so in the fourth grade (see Table 11).

While reading comprehension and vocabulary achievement scores were better than average over the six month period measured, as a group the students performed about eight months below grade level.

There were no statistically significant differences between the means scored by the "persistent" group (those students who had been tested in October 1966 and were still there for the April 1967 test) and for the remainder of the total grade population (those students who came into this program after October 1966).

There were, however, some differences between the individual schools. For example, in the reading comprehension post-test, school G's second grade achieved a mean scored of 2.06 - at .63 gain over the October - April period. School C's second grade achieved a mean score of 3.04 - a mean gain of 1.43 over this same time period (see Table 12). School C was the only second grade school whose mean scores in reading comprehension was above the New York City norms.

Comparably, the mean score for the fifth grade of school F was 6.44 - a gain during the six month period was 1.93. In school A, the fifth grade's mean score was only 4.19 - a gain of .48 (see Table 14).

These findings suggest that this program of remediation is viable and that strides in the area of remediation can be made. A comprehensive comparative study of the particular conditions, programs, staffs, populations, etc., in the most and least successful (in terms of gains in achievement scores) schools population point to ways of maximizing remedial programs.

Tables 12, 13, and 14 show the mean scores, by grade, for the nine schools studied. The gains in achievement levels appear to be greatest in the second grade. Children from all second grade classes in the nine schools scored a mean increment of .93 in word knowledge and .85 in reading comprehension. This compares favorably with the .60 expected increment for the six month period. In addition the second grade was least below the grade New York City norm - about two months under the New York City norm.

Not only did schools differ from each other, but even the smaller units - that is, classes - differed dramatically in reading comprehension achievement level. Out of 48 fifth grade classes, five scored above grade level. In the fourth grade, five out of a total of 57 classes were above grade level. Finally, out of 68 second grade classes, 15 had mean scores above grade level.

TABLE 10

METROPOLITAN ACHIEVEMENT TEST - READING COMPREHENSION  
GROUP MEAN SCORES

PERSISTENT TEST GROUP

Grade	Number of Students	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
5th	894	3.98	4.69	.71
4th	980	3.04	3.58	.54
2nd	1,056	1.62	2.47	.85

TOTAL TEST GROUP

5th	1,258	3.98	4.82	.84
4th	1,418	3.02	3.58	.56
2nd	1,573	1.62	2.44	.82

TABLE 11

METROPOLITAN ACHIEVEMENT TEST - WORD KNOWLEDGE

GROUP MEAN SCORES

PERSISTENT TEST GROUP				
Grade	Number of Students	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
5th	894	4.05	4.82	.78
4th	980	2.96	3.61	.66
2nd	1,056	1.53	2.47	.93
TOTAL TEST GROUP				
5th	1,258	4.00	4.79	.80
4th	1,418	2.95	3.58	.63
2nd	1,573	1.94	2.44	.50

TABLE 12

METROPOLITAN ACHIEVEMENT TEST - READING COMPREHENSION

GROUP MEAN SCORES

SECOND GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	1.65	2.28	.63
B	1.72	2.32	.60
C	1.61	3.04*	1.43
D	1.49	2.46	.97
E	1.68	2.54	.86
F	1.58	2.32	.74
G	1.43	2.06	.63
H	1.83	2.64	.81
I	1.61	2.30	.69

\*Above New York City Norm

TABLE 13

METROPOLITAN ACHIEVEMENT TEST - READING COMPREHENSION

GROUP MEAN SCORES

FOURTH GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	3.06	3.57	.51
B	3.00	3.29	.29
C	2.53	3.32	.79
D	3.14	3.70	.56
E	2.94	3.48	.54
F	3.30	4.12	.82
G	2.99	3.39	.40
H	3.29	3.76	.47
I	2.89	3.57	.68

TABLE 14

METROPOLITAN ACHIEVEMENT TEST - READING COMPREHENSION

GROUP MEAN SCORES

FIFTH GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	3.71	4.19	.48
B	3.64	4.35	.71
C	3.51	4.22	.71
D	5.49	5.98*	.49
E	3.52	4.26	.74
F	4.51	6.44*	1.93
G	3.71	4.58	.87
H	4.02	4.83	.81
I	3.75	4.55	.80

\*Above New York City Norm



TABLE 15

METROPOLITAN ACHIEVEMENT TEST - WORD KNOWLEDGE

GROUP MEAN SCORES

SECOND GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	1.57	2.20	.63
B	1.65	2.27	.62
C	1.44	3.56*	2.12
D	1.47	2.42	.95
E	1.54	2.48	.94
F	1.54	2.34	.80
G	1.33	1.93	.60
H	1.87	2.50	.63
I	1.45	2.23	.78

\* Above New York City Norm

TABLE 16

METROPOLITAN ACHIEVEMENT TEST - WORD KNOWLEDGE

GROUP MEAN SCORES

FOURTH GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	3.05	3.62	.57
B	2.76	3.12	.36
C	2.52	3.51	.99
D	3.06	3.67	.61
E	2.72	3.73	1.01
F	3.33	3.92	.59
G	2.77	3.28	.51
H	3.59	3.89	.30
I	2.77	3.52	.75

TABLE 17

METROPOLITAN ACHIEVEMENT TEST - WORD KNOWLEDGE

GROUP MEAN SCORES

FIFTH GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	3.81	4.23	.42
B	3.58	4.33	.75
C	3.37	4.21	.84
D	5.48	6.26 *	.78
E	3.46	4.16	.70
F	4.61	5.54	.93
G	3.82	4.03	.21
H	4.12	5.29	1.17
I	3.75	4.53	.78

\*Above New York City Norm

## Chapter VIII

### CONCLUSIONS AND RECOMMENDATIONS

The Improved Services project, as initially proposed, was intended to provide supplementary personnel, supported by adequate supplies and equipment, to selected elementary and junior high schools in order to upgrade the quality of education in disadvantaged areas. These schools, designated Special Service schools, were characterized by high pupil and teacher mobility, high percentage of non-English speaking pupils, low achievement in academic skills, poor reading, and poor pupil discipline. The purpose of this investigation was to determine the effectiveness of the extra personnel by means of observations, interviews, and an analysis of the performance of the pupils on standardized tests.

In 1965-66 the Improved Educational Services program was implemented by Other Teaching Personnel (OTPs), experienced teachers who specialized in one subject area.

In 1966-67 the Board of Education changed this plan and substituted cluster teachers for the OTP positions. Cluster positions were to be filled by "the least experienced" teachers on staff (excluding only those with less than a year's teaching experience). Where art, music, and other specialty cluster positions were concerned more experienced teachers were to be used.

In all, the program-funded positions which were evaluated were cluster teachers, general and Junior Guidance counselors, Junior Guidance classroom teachers, and Citizenship Education classroom teachers.

A. Cluster Program

1. The shift from O.T.P.'s to cluster teachers diminished the quality of the program. Cluster teachers were generally inexperienced and were largely regarded as fill-in for regular classroom teachers. In most cases they were not so much "additional" personnel as they were sustaining personnel - i.e., used to provide classroom teachers with free preparation periods, to fill-in at lunch times, as per diem substitutes in case of emergency, etc.

2. Principals, cluster teachers and evaluators all stressed that special training and/or ongoing supervision were needed for cluster teachers to make the program effective.

3. Many principals were not even aware that their cluster teachers were funded by this Title I program. Since the evaluators felt that the school principal is the crucial person in implementing this program; it is strongly suggested that in the future principals should be informed of and involved in the planning of this or other educational programs to insure their efficient functioning and success.

B. Reading Achievement

Despite its shortcomings, the program does seem to have had a positive effect on the children's reading ability.

Mean gains in reading comprehension (as measured by the Metropolitan Achievement Test) were above average for the six month period

tested in the second and fifth grades, and just slightly below average for the fourth grade. To illustrate, the expected score increment in a six month period is .60. The mean increment of the second grade was .82, that of the fifth, .84, and that of the fourth grade, .56. While encouraging, these findings still leave a large gap in academic achievement to be closed for these pupils, since all three grades are below the New York City norms for reading comprehension at each grade level. This gap between the New York City grade norm and the achieved scores appears to get progressively greater in higher grades.

C. Guidance and Junior Guidance Services

1. The Guidance services provided are of some value, in isolated instances of great value to a few particularly troubled children, but if they are to benefit all the children for whom they were intended, the services must be expanded: (a) in terms of additional guidance personnel, (b) in terms of wider areas of guidance being covered (preventive, developmental, vocational). As constituted now, the program is focused exclusively on emergency cases, and does not even service those adequately.

2. The Junior Guidance program is filling a very important and urgent need. It is still far from achieving its ideal functions and goals, but is already contributing valuable emotional, social, and academic support to disturbed, socially and/or emotionally maladjusted

children. In the process it is aiding the schools to function more effectively by providing placement for students not placeable in regular classrooms. The program needs to be expanded and strengthened to: (a) provide more psychological and guidance services to assist teachers, (b) reinforce teacher interest and morale by some form of additional reward or recognition, (c) provide teachers equipped with techniques and skills best suited to the teaching of disturbed children.

#### Music and Art

The program of music and art instruction is valuable to those children whom it is reaching - but it is reaching only a small portion of the total school population. Only about one-fourth of the children in the schools surveyed were enrolled in a music and/or art class. Also, the reading prerequisite determining eligibility for enrollment in special art or music classes should be eliminated, since these programs offer a unique opportunity for success to children accustomed mostly to failure in academic areas.



## Appendix B - INSTRUMENTS

### IMPROVED EDUCATIONAL SERVICES IN SELECTED SPECIAL SERVICE ELEMENTARY AND JUNIOR HIGH SCHOOLS

#### List of Instruments

Principals' Questionnaire	B1
Reading Checklist	B7
Evaluation Project Teacher Interview	B9
Music Questionnaire	B15
Summary Scales	B20



CENTER FOR URBAN EDUCATION

PRINCIPALS' QUESTIONNAIRE

IMPROVED EDUCATIONAL SERVICES

I. GENERAL INFORMATION

- A. School \_\_\_\_\_
- B. Borough \_\_\_\_\_
- C. Grades: From \_\_\_\_\_ To \_\_\_\_\_
- D. Under the provisions of the Elementary and Secondary Act, Title I, your school was granted additional staff during the current school year in order to help enrich the educational program at your school. Will you please indicate below the position(s) granted, their number, whether these were made available to you or how redistributed.

	<u>Number Assigned</u>	<u>Number Received</u>
1. Administration:		
a. School Secretary	_____	_____
b. Assistant to Principal	_____	_____
c. N. E. Coordinator	_____	_____
d. Guidance Counselor	_____	_____
e. Department Chairman:		
Subject _____	_____	_____
f. Demonstration Teachers:		
Subject _____	_____	_____
_____	_____	_____
_____	_____	_____
g. Special Guidance		
Counselors	_____	_____
2. Teachers:		
a. Auxiliary	_____	_____
b. Citizenship Class	_____	_____
c. Library	_____	_____
d. Junior Guidance	_____	_____
e. Corrective Reading	_____	_____
f. Health Education	_____	_____
g. Art	_____	_____
h. Music	_____	_____
i. Science	_____	_____
j. Remedial Instruction	_____	_____
k. Career Guidance	_____	_____

3. Other:

a. Library Assistant

b. School Aide

c. Social Worker

_____	_____
_____	_____
_____	_____

E. 1. What contribution did the additional personnel make in Improving the educational services of your school?  
(Be specific.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How have additional personnel been utilized in the educational program? (Be specific.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

F. If you are a principal of an elementary school, was the sixth grade removed from your school?

Yes \_\_\_\_\_ No \_\_\_\_\_

G. Did you receive an additional allotment of supplies and/or materials?

Yes \_\_\_\_\_ No \_\_\_\_\_

If "Yes", describe [Ex: stationery supplies, texts (indicate subject), A-V materials, etc.] \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If "No", what are your needs? Describe: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- H. Were you asked to participate in the joint planning of this or of any other federally funded program beyond specifying individual needs?

Yes                      No

If "Yes", to what extent? \_\_\_\_\_

If "No", how do you see yourself participating in such an effort?

- I. Which community agencies operate in the vicinity of your school? List: \_\_\_\_\_  
\_\_\_\_\_

1. What contact do you have with them? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Have they been of help to you? Yes                      No

If "Yes", how? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If "No", how do you feel they could have assisted you?

## II. EVALUATION

- A. Do you believe that the additional personnel received helped raise teacher teacher morale?

1 2 3 4 5  
Very Little Very Much  
Please describe criteria used for your rating:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. To what degree did additional personnel permit:

1. Greater freedom to adapt new programs or activities in your school

1 2 3 4 5  
Very little Very much

2. Development of new curriculum

1 2 3 4 5  
Very little Very much

3. Freedom to experiment with new teaching techniques

1 2 3 4 5  
Very little Very much

Kindly explain each of the above ratings and activities:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Do you believe that the additional personnel has been instrumental in improving academic performance?

1 2 3 4 5  
Not noticeable Very much

Please explain your rating: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- D. Have you been able to detect a change in pupil attitude due to additional personnel?

1 2 3 4 5  
Very little Very much

Please give the reasons for your estimation of change in pupil attitude and the direction it has taken: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- E. Have there been changes in pupil behavior due to additional personnel?

1 2 3 4 5  
Very little Very much

Please give the reasons for your estimation of change in pupil behavior and the direction it has taken: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- F. Has there been a change in the truancy rate? Kindly give the percentage and direction of change:

+ \_\_\_\_\_% - \_\_\_\_\_%

- G. Has absenteeism increased or decreased since your school received the additional personnel?

+ \_\_\_\_\_% - \_\_\_\_\_%

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- H. What is your general impression of the educational-motivational level of the student body in your school?

1 2 3 4 5  
Unmotivated Highly Motivated

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### III. ADMINISTRATIVE PROBLEMS

- A. What are your most pressing administrative problems as a principal of a school whose population consists mainly of deprived minority groups? -

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- B. What remedies would you suggest?

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#### IV. SUGGESTIONS AND CRITICISMS

- A. What suggestions would you make toward the improvement and implementation of future federally funded programs?

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- B. Do you have any further recommendations, comments, and criticisms?

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## READING CHECKLIST

## A. Through interview

1. How are specialists used - consultant, supplementary to do actual teaching, remedial, master lesson, other?
2. How do specialists coordinate with classroom teachers?
3. Do specialists work with entire class, small groups, individuals (if groups, how are the pupils grouped)?

## B. Through interview plus observation

1. What is approach to reading-phonetic, sight, combination, etc.?
2. What types of books are used - texts, supplementary readers, trade-books?
3. Is recreational reading encouraged? How?

## C. Through observation

1. Classroom climate under reading specialists-permissive, authoritarian
2. Any work done on vocabulary building? How?
3. Any interpretation of sentences, especially compound, complex, inverted?
4. Do factual questions find out if children understand main idea of a paragraph or of a selection? Are factual questions geared only to details?
5. Are critical thinking questions asked for pupils to interpret beyond what is actually stated?

Note: On original questionnaire, questions calling for extended comments allowed considerably more space than is shown here.

6. Are critical thinking questions asked so that pupils will evaluate what they are reading?
7. Are pupils given practice in locating material in the index, table of contents, glossary, etc?
8. Are they being given practice in skimming to locate information?
9. Are pupils being taught phonics? Syllabication? Structural analysis of words?
10. Is reading silent or oral? For what purposes are pupils reading orally?
11. Are study skills being taught-note taking, outlining, reading charts and maps?

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New York, New York 10036

Evaluation Project Teacher Interview - ESEA Title I  
IMPROVED EDUCATIONAL SERVICES IN SELECTED PUBLIC SCHOOLS

I. General Information

- A. Name (optional) Mr. \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Miss \_\_\_\_\_
- B. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
- C. License held: Regular \_\_\_\_\_ Substitute \_\_\_\_\_ Special \_\_\_\_\_ Other \_\_\_\_\_
- D. Subject Area of License \_\_\_\_\_
- E. Position: Full time \_\_\_\_\_ Part time \_\_\_\_\_
- F. Years of teaching experience in art/music \_\_\_\_\_ Other subjects \_\_\_\_\_  
fields \_\_\_\_\_
- G. Level of experience: Nursery \_\_\_\_\_  
Elementary \_\_\_\_\_  
Secondary \_\_\_\_\_  
System wide \_\_\_\_\_
- H. Grade normally taught \_\_\_\_\_
- I. Are you an active participant in your field? Yes \_\_\_\_\_ No \_\_\_\_\_
- If "Yes" Music: Composer \_\_\_\_\_  
Play an instrument professionally \_\_\_\_\_  
Play an instrument privately \_\_\_\_\_  
Hold classes privately \_\_\_\_\_  
Give individual lessons \_\_\_\_\_  
Other \_\_\_\_\_
- Art: Exhibit work professionally \_\_\_\_\_  
Hold classes privately \_\_\_\_\_  
Paint, sculpt, etc., at home,  
professionally \_\_\_\_\_  
Paint, sculpt, etc., privately \_\_\_\_\_  
Other \_\_\_\_\_

II. Program

A. In which program are you participating:

Art \_\_\_\_\_ Music \_\_\_\_\_ Other \_\_\_\_\_

B. Days offered: Mon. \_\_\_\_\_ Tues. \_\_\_\_\_ Wed. \_\_\_\_\_ Thurs. \_\_\_\_\_ Fri. \_\_\_\_\_

C. Hours \_\_\_\_\_

D. School: Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

E. Number of sections you are teaching in the Program \_\_\_\_\_

F. Number of children registered in all sections you are teaching \_\_\_\_\_

G. Grade levels taught by you \_\_\_\_\_

H. Age range in your classes \_\_\_\_\_

III. Conditions of Classroom and Equipment

A. Did you find the classroom attractive? (Indicate your perception of attractiveness or unattractiveness on the scale below.)

Very	Could be	Passable	Quite	Very
Unattractive	Improved		Adequate	Attractive

Please explain your reason for this rating. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Were classroom fixtures (desks, lighting, etc.) appropriate for teaching music/art?

Very		Adequate	Very
Inappropriate			Appropriate

If fixtures were inadequate, which were the least appropriate?

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C. Was there adequate storage space for materials and student projects?

Inadequate

Adequate

Well  
Provided

Please explain.

Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. Which materials, books, equipment, instruments were not available for the proper conduct of the Program?

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E. Which materials, books, equipment, or instruments did you bring, construct, or borrow?

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IV. Evaluation

- A. Have you had any special background in dealing with disadvantaged children?
- B. Do you believe that the content of the Program was beneficial for the disadvantaged children?

Not Beneficial \_\_\_\_\_ Very Beneficial

Please give the reasons for your estimation of the benefit or lack of benefit for disadvantaged children. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- C. What is your general impression of the group motivation?

Indifference \_\_\_\_\_ Occasionally Motivated \_\_\_\_\_ Highly Motivated

Please explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- D. Do you find any discernable difference in developing motivation with disadvantaged children as opposed to children more culturally advantaged? How does this apply to your area? Music/art
- E. Do you feel that the children have developed specific attitudes toward art/music as a result of this Program?

Negative \_\_\_\_\_ Ambivalent \_\_\_\_\_ Positive

Please explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- F. Do you believe that this special Program helps the children express themselves creatively?

Conformity Neutral Creativity

Please explain. (You may wish to cite some incident which is pertinent to demonstration of creativity.)

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- G. Have any special activities in music/art been more successful than other activities in developing and sustaining motivation and growth on the part of these children?

- H. Has music/art succeeded in interesting these children in school activities where other areas have failed to develop such interest?

- I. Do you have any attendance problems?

Great Average Great  
absenteeism attendance persistent  
attendance

- J. Are there any activities or outcomes of this special Program which you would like to share with other teachers in the Program?

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#### V. Recommendations and Comments

- A. Do you have any recommendations which you believe would improve future programs?

1. Administrative. 

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2. Curricula. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Physical facilities. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Equipment. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Comments and criticisms. (Were the objectives of the Program made clear to you during the briefing? Were there any conflicting expectations?)

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Title I Evaluation

MUSIC

I. PHYSICAL SITUATION AND LIMITATIONS

NAME OF SCHOOL \_\_\_\_\_ BOROUGH \_\_\_\_\_ DATE \_\_\_\_\_  
ADDRESS \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
TEACHER \_\_\_\_\_ GRADE(S) \_\_\_\_\_  
OBSERVER \_\_\_\_\_ TIME \_\_\_\_\_  
NO. OF STUDENTS \_\_\_\_\_ AGE RANGE \_\_\_\_\_  
METHOD OF GROUPING \_\_\_\_\_  
MEETINGS PER WEEK \_\_\_\_\_ LENGTH: \_\_\_\_\_  
NO. OF DIFFERENT CLASSES \_\_\_\_\_ TOTAL NO. OF STUDENTS SERVICED \_\_\_\_\_  
TOTAL ENROLLMENT OF SCHOOL \_\_\_\_\_  
NO. OF MUSIC TEACHERS IN SCHOOL \_\_\_\_\_  
PROGRAM IN OPERATION LAST YEAR? \_\_\_\_\_

FACILITIES:

(Circle One)	Scale: Missing    Improvement needed    Adequate    Good    Excellent				
	0	1	2	3	4
1. Room size					
2. Room arrangement					
3. Storage					
4. Piano (and other accompanying instruments--autoharp)					
5. Rhythm band instruments					
6. Simple melody instruments (flutophone)					
7. Current song books available to children					
8. Teachers' Manuals					
9. Instrumental Program (Orchestra and band instruments)					
10. Phonograph					

## FACILITIES AND EQUIPMENT (Continued)

11. Recordings available (Teachers' guides?)	0	1	2	3	4
12. Supplementary materials available to children (Books on music history, composers, instruments, etc)	0	1	2	3	4
13. Music manuscript paper	0	1	2	3	4
14. Music stands	0	1	2	3	4
15. Tape recorder	0	1	2	3	4
16. Bulletin Boards and music charts (displays)	0	1	2	3	4
17. Lined blackboard or staff-liner	0	1	2	3	4
18. Facilities and equipment used effectively	0	1	2	3	4

## II. CONTENT (Stated or apparent objectives)

SKILLS

1. Listening	0	1	2	3	4
2. Singing	0	1	2	3	4
3. Playing	0	1	2	3	4
4. Moving (Rhythm)	0	1	2	3	4
5. Creating	0	1	2	3	4
6. Reading	0	1	2	3	4

LITERATURE

1. Listening program	0	1	2	3	4
2. Understandings stressed	0	1	2	3	4
3. Variety of songs performed and played	0	1	2	3	4
4. Suitable to children's needs and interests	0	1	2	3	4

CONCEPTS

1. Melody	0	1	2	3	4
2. Rhythm	0	1	2	3	4
3. Harmony	0	1	2	3	4
4. Form	0	1	2	3	4
5. Expression	0	1	2	3	4
6. Style	0	1	2	3	4

### III. EXPERIENCES

#### TEACHER METHODS

1. Provides varied group experiences	0	1	2	3	4
2. Provides individual attention	0	1	2	3	4
3. Lecture	0	1	2	3	4
4. Discussion	0	1	2	3	4
5. Problem solving	0	1	2	3	4
6. Imaginative use of facilities and materials	0	1	2	3	4
7. Encourages outside exploration	0	1	2	3	4
8. Student-initiated activities	0	1	2	3	4
9. Creative approach to content and materials	0	1	2	3	4
10. Pace flexible to student interests and needs	0	1	2	3	4
11. Sufficient variety of content and activities	0	1	2	3	4
12. Logical sequence	0	1	2	3	4
13. Objectives are formulated and are realistic enough to be achieved	0	1	2	3	4
14. Effective use of piano	0	1	2	3	4
15. Activities derived from the music	0	1	2	3	4
16. Musical content is structured	0	1	2	3	4

#### STUDENT ACTIVITIES

<u>Listening</u>	1. Listening experiences permeate the program and are directed and structured	0	1	2	3	4
	2. Understandings are developed of form, melody, harmony, rhythm, and style.	0	1	2	3	4
	3. Children learn to listen to themselves while performing to develop sensitivity to their own musicality	0	1	2	3	4
	4. Exposure to and understanding of great works of music leading to appreciation	0	1	2	3	4

## STUDENT ACTIVITIES (Continued)

<u>Singing</u>	5. Varied singing activities (including folk & art songs)	0	1	2	3	4
	6. Part-singing (Advanced elementary levels)	0	1	2	3	4
	7. Glee club or choir for students of special talent or interests	0	1	2	3	4
	8. Well-planned singing activities at assemblies and special programs	0	1	2	3	4
	9. Techniques of good singing---striving for singing in tune with good tone and breath control, diction, etc.	0	1	2	3	4
<u>Playing</u>	10. Use of simple melody instruments	0	1	2	3	4
	11. Instrumental ensembles	0	1	2	3	4
<u>Moving (Rhythm)</u>	12. Use of rhythm instruments	0	1	2	3	4
	13. Variety of rhythmic experiences	0	1	2	3	4
<u>Creating</u>	14. Creative experiences in which children express originality or initiative	0	1	2	3	4
	15. Children create own melodies	0	1	2	3	4
	16. Children improvise own rhythms	0	1	2	3	4
<u>Reading</u>	17. Instruction includes activities building reading skills (notation, dynamics, etc.)	0	1	2	3	4
	18. Reading activities integrated with listening and performing	0	1	2	3	4
	19. Opportunities provided for reading from music score (skeletal scores, vocal scores, etc.)	0	1	2	3	4
	20. Field trips	0	1	2	3	4
	21. Discussion	0	1	2	3	4
	22. Literature	0	1	2	3	4
	23. Group activities	0	1	2	3	4
	24. Opportunities for individual performance and use of special talents	0	1	2	3	4
	25. All areas receive coverage through variety of activities during each class meeting	0	1	2	3	4

## V. MOTIVATION

1. Eagerness of students to participate in activities	0	1	2	3	4
2. Comprehension of materials	0	1	2	3	4
3. Attention of students during activities	0	1	2	3	4
4. Amount of direct discipline required by teacher	0	1	2	3	4
5. Relevance of lesson to student interests	0	1	2	3	4
6. Relevance of lesson to student needs	0	1	2	3	4
7. Desire to continue music activities outside class and share experiences at home	0	1	2	3	4
8. Self-evaluation on part of students	0	1	2	3	4
9. Estimate on part of observer of degree of student motivation	0	1	2	3	4



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SUMMARY SCALES  
I. GENERAL

	0	1	2	3	4
Facilities					
Content					
Methods					
Activities					
Motivation					

II. MUSIC ACTIVITIES

	0	1	2	3	4
Listening					
Singing					
Playing					
Moving (Rhythm)					
Creating					
Reading					
Field Trips					
Discussion					
Literature					
Group Activities					
Individual Expression					
Integration of materials					

SCALE:	0	1	2	3	4
	Missing	Improve- ment needed	Adequate	Good	Excellent

APPENDIX C

IMPROVED EDUCATIONAL SERVICES IN SELECTED SPECIAL SERVICE  
ELEMENTARY AND JUNIOR HIGH SCHOOLS

Staff List

Dr. Carl R. Steinhoff, Evaluation Chairman  
Assistant Professor  
Division of Teacher Education  
Office of Research & Evaluation  
City University of New York  
Specialist: research in  
educational administration

Dr. Arnold Buchheimer  
Professor of Education  
The City University of New York

Mrs. Naomi Barnett Buchheimer  
Consulting Editor  
Children's Books  
Putnam; Consulting Editor  
School Curricula  
MacMillan

Mr. John V. Gilbert  
doctoral candidate at  
Teachers College  
Columbia University

Mr. Stewart D. Kranz  
doctoral candidate of Fine  
Arts and Fine Arts for College Teaching  
Assistant Coordinator of Student Teaching  
Columbia University--Teachers College

Miss Joan Marie Shea  
doctoral candidate  
Department of Guidance and Student  
Personnel Administration  
Assistant Professor of Education  
Brooklyn College

Mrs. Inez Tedaldi Sala  
Lecturer, Guidance Laboratory  
City University of New York









EVALUATION OF NEW YORK CITY TITLE I  
EDUCATIONAL PROJECTS 1966-67

INSCHOOL GUIDANCE FOR DISADVANTAGED PUPILS  
IN NONPUBLIC SCHOOLS

By Dorothy Davis Sebald

September 1967

**The Center For Urban Education**  
33 West 42nd St., New York, N.Y. 10036





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CENTER FOR URBAN EDUCATION  
FIELD RESEARCH AND EVALUATION COMMITTEE  
ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: In-School Guidance for Disadvantaged Pupils in Non Public  
Schools

Evaluation Director: Dr. Dorothy Davis Sebald, Professor  
Hunter College

NOTE: To assist in the planning of Title I  
projects for 1967-8, this summary  
was prepared after the collection  
of all data but before the writing of  
the final report. The final report  
will contain a complete, detailed  
evaluation of the project.



## IN-SCHOOL GUIDANCE FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS

### Description of the Project

Under Title I of the ESEA of 1965, clinical and guidance services were to be provided for children attending 149 nonpublic schools in New York City in areas designated as disadvantaged. The program was operated by two bureaus of the Board of Education: the Bureau of Child Guidance and the Bureau of Educational and Vocational Guidance.

The personnel of the program, appropriately and professionally trained for the services to be rendered, were to consist of 2 part-time psychiatrists, 18 school social workers, 44 educational and vocational counselors (some on a part-time and others on a full-time basis), 18 school psychologists, 10 typists, and 8 stenographers. There was to be 1 supervisor of the social workers, 1 supervisor of psychologists, and 2 supervisors of the counselors. The project called for a ratio of 1 counselor to 2000 pupils, 1 social worker to 5000 pupils, and one psychologist to 5000 pupils. The services offered to children were interviews, counseling, group guidance, group counseling, parent interviews to interpret reasons for children's behavior, career and vocational planning, advisement on high schools, and educational planning. Principals referred 6,024 children to an in school worker. Interviews with the children totaled 14,563; 1266 mothers and 224 fathers were interviewed.

### Evaluation Methods

An evaluation of the program was conducted by a committee of six psychologists and guidance specialists experienced in the problems of disadvantaged children in urban communities. The evaluation committee did not concern itself with the nature of the children's problems or the degree to which those problems were ameliorated. The focus of the evaluation is on the services offered.

The committee visited randomly selected participating schools in order to confer with the principal or administrative head, interview teachers, confer with personnel assigned to the schools, observe the facilities provided by the individual schools for the activities of the guidance and clinical workers, and gauge the degree to which the services were accepted and used.

In addition to sampling by observation and interview, data were obtained through questionnaires and surveys distributed to all members of the in-school clinical and guidance teams, principals of the participating schools, and supervisors.

### Findings and Recommendations

In all, the 149 nonpublic schools were provided with the services of 73 guidance counselors, 13 social workers, 2 supervisors of counselors, 1 supervisor of social workers, and 1 part-time psychiatrist. The social workers and counselors recruited for the program were fully trained and qualified. The social workers were full-time employees, the guidance



counselors part-time employees who were retired or on maternity or study leave from the New York City school system. Counselors were assigned to schools on a one-day-a-week basis; social workers were assigned on a half-day-a-week basis. No psychologists were employed in the in-school program. Turnover among staff proved to be extensive.

Some children in the program were given limited although excellent service. The reason that all were not served was the limited staff. Recruitment of personnel for the in-school program did not provide a sufficient number of workers for adequate service for many of the participating schools. The proposal called for professionally trained workers with training appropriate for the assignment they were given. The bureaus were correctly rigid about this requirement. But the persons employed, while meeting bureau requirements, were not given the status of full employment that comparable full-time workers in the public schools enjoy. It is therefore recommended that as an inducement for the recruitment of additional staff, clinical and guidance personnel assigned to participating schools be licensed and employed as full-time workers in the same manner (and with the same privileges of attaining tenure) as clinical and guidance personnel assigned to public schools. Widespread publicity should be given to the need for qualified specialists for this service.

Respondents indicated that more preparation is needed than they received for working in nonpublic schools. It is recommended that specialized preparation be given to personnel assigned to nonpublic schools to enable them to work most effectively in these settings. Preplanning for this preparation should be the joint responsibility of the bureaus and should involve the school representatives.

In participating schools where English is a second language some respondents reported that communication was difficult. It is recommended that workers be assigned to schools where they are familiar with the culture of the school community and if possible fluent in the language spoken by parents and children.

The need for coordination of all federally funded programs within a given nonpublic school was noted by the administrative staff of the schools. Integrated, interdisciplinary coordination of services should be provided to ensure that services are used most effectively, that no duplication of diagnostic services occurs, and that there is no disruption of the regular school program.

One of the major problems noted by both in-school social workers and guidance counselors was the lack of opportunity for communication about children referred to the evening centers. It is essential that coordination and communication processes between the evening clinical and guidance centers and the in-school program be specified and delineated in future proposals.

It is recommended that the staffs in the participating schools should be oriented to all services offered by the guidance teams, and that the teams should be trained to conduct such orientation. Attendance at the orientation sessions should be required.



Office facilities were often minimal in participating schools. It is recommended that schools be urged to provide facilities that ensure privacy for interviews and conferences. Telephone service separate from that of the participating schools is especially necessary for communication with outside agencies and with evening centers.

Social workers reported that assignment to as many as eight schools is antithetical to the philosophy of social work. In such a situation the services rendered are fragmented, have little or no continuity, and do not provide sufficient time for gaining knowledge of the pupils, the schools, or the communities. If social workers cannot be assigned to fewer schools, it is suggested that they be assigned on an intensive treatment basis, remaining in one or two schools for a four- or five-week period, then moving to other schools for a similar period of intensive service.

Nonpublic school principals, nonpublic school teachers, and in-school teams favored continuing the in-school program. Despite the problems encountered and the high turnover of personnel, the principals, teachers, and in-school teams declared the service to be of value to the children.

Many adjustments must be made before the in-school program can become maximally effective. It is imperative that means be devised to educate parents to accept the services offered. Ways must be found to encourage "uncooperative" schools, and schools which do not use the services offered, to understand and utilize the services.

Supervision was well received and appreciated but workers reported that they felt the amount was inadequate. It is recommended that more supervisors be assigned to this program.

Materials for social workers and counselors were inadequate. Counselors who have responsibility for educational vocational planning and adjustment should be provided with appropriate and adequate materials for their activities. Similarly, social workers should have ready access in each school to materials necessary for the performance of their work.

The committee also questions whether the ratio of personnel to pupils called for is adequate to provide the services outlined in the proposal.





Center for Urban Education  
33 West 42nd Street  
New York, New York 10036

INSCHOOL GUIDANCE FOR DISADVANTAGED PUPILS IN

NONPUBLIC SCHOOLS

Dorothy Davis Sebald

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation  
Joseph Krevisky, Assistant Director

September 1967



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## I. DESCRIPTION OF PROJECT \*

Under Title I of the Elementary and Secondary Education Act of 1965, the Board of Education of the City of New York was empowered to provide an integrated program of clinical and guidance services to disadvantaged children in nonpublic schools. This program was designed to offer professional clinical and guidance services similar to those offered to public school pupils in disadvantaged areas of New York City, with policies, practices, and procedures in accordance with those detailed in manuals and other published statements of two bureaus of the Board of Education: the Bureau of Child Guidance, and the Bureau of Educational and Vocational Guidance.

The nonpublic schools selected for inclusion in this project, entitled ESEA Title I, Inschool Guidance for Disadvantaged Pupils in Nonpublic Schools, are in attendance areas with a high concentration of low-income families and enroll many disadvantaged children who require special educational services.

The board objectives of the project were to provide a day program of clinical and guidance services to the population of the nonpublic schools in the program. The inschool program was designed to meet the varied needs of children - educational achievement, motivation, personal adjustment to family and community, development of the concept of self-worth, and wholesome mental health. It was proposed that the clinical and guidance services be provided by two types of activity:

---

\* This section is an abridged version of the project proposal prepared by the Board of Education of the City of New York.

1. Clinical and guidance services in nonpublic schools, with all inschool personnel to be professionally and appropriately trained for these functions;
2. Orientation of both the staffs of the non-public schools and the professional personnel of the centers (schools) designed to acquaint them with the program and the needs of the population to be served.

The staff for the project as a whole was to have included the following: two part-time psychiatrists, 18 full-time school social workers 18 full-time school psychologists, 44 educational and vocational counselor positions (some to be filled on a full-time and others on a part-time basis), 9 typists, and 6 stenographers. Supervision was to have included two supervisors of guidance, one supervisor of school social workers, one supervisor of school psychologists, two stenographers, and one typist.

Through these services the following proposal objectives were to be achieved:

1. to improve self-image, and social and emotional stability;
2. to improve attitudes toward school and education;
3. to raise occupational and aspirational levels;
4. to improve average daily attendance.

In addition, through improved educational functioning of disadvantaged children, including large numbers of children of minority ethnic groups, it was expected that the academic advancement of the children would contribute to quality integrated education.

Records and reports were included as an essential procedural function of the project and were to follow established forms. Each member



of the professional clinical and guidance team maintained a daily log of his activities which served as a summary of the activities of the school. In addition, records of questionnaires and interviews with pupils, teachers, administrators, supervisors, parents, and others were maintained.

The facilities used by inschool professional personnel were those available in the nonpublic schools for their ongoing activities. The project provided for extra equipment to be used by the professional inschool staff. Provision was made for each psychologist to have complete test materials. Four typewriters for use by secretaries in the central office and suitable desks and file cabinets to lock confidential case material also were provided in the proposal. Each central office was to be provided with general office supplies and a telephone. In addition, supervisory and coordinating staffs were provided, in the proposal, with supplies, office furniture, and equipment.

An evaluation was included as an integral part of the project. The Center for Urban Education, an established educational research agency, was designated for this function. Final plans for this evaluation were submitted to state and federal authorities to become a part of the proposal. As guides for the evaluation of this project, the proposal suggested the following activities: observation of operations, staffing, equipment, record keeping, and the general climate of the guidance unit.

## II. EVALUATION DESIGN

The Center for Urban Education, designated by the Board of Education of the City of New York as an impartial research agency, appointed a committee charged with the responsibility of observing, describing, reporting, and evaluating the clinical and guidance services for disadvantaged pupils in nonpublic schools in New York City in areas described as affected by federal activity in the Elementary and Secondary School Act of 1965. The services to be evaluated were those described in the previous section.

The committee consisted of persons professionally trained in educational or clinical psychology, experienced in research, and presently or formerly engaged in supervisory or administrative capacities. All had close contact with clinical counseling agencies and currently were engaged in education of counselors and/or psychologists.

The evaluation design was submitted to the Center for Urban Education for its information and approval, and presented at a joint meeting of the evaluation committee, and the Bureaus of Child Guidance and of Educational and Vocational Guidance for their information.

### I. Objectives

- A. To ascertain whether the actual implementation of the project fulfilled the objectives of the project proposal:
  1. to improve self-image and social and emotional stability;
  2. to improve attitude toward school and education;
  3. to raise occupational and aspirational levels;

4. to improve average daily attendance;
  5. to improve the children's emotional and social stability.
- B. To ascertain whether the implementation of the inschool guidance and clinical services was in accordance with the procedures outlined in the project proposal.
  - C. To ascertain the degree to which the services provided met the expectations of the principals of the nonpublic schools in meeting the needs of their pupils.
  - D. To evaluate the degree of understanding and cooperation between the Board of Education staff members providing inschool services and the staffs of the nonpublic schools.
  - E. To discover strengths and weaknesses of the program.
  - F. To report objectively the findings obtained through observation, interview, survey, and study.
  - G. To suggest and recommend possible changes in implementation of the project with a view to emphasizing strengths and correcting weaknesses.

## II. Methodology

### A. Evaluation Instruments.

The Committee proposed to employ certain evaluative devices on a sampling basis and some on the basis of the entire staff population participating in the project.

1. Instruments to be used on a broad basis included questionnaires developed to obtain scaled reactions to all aspects of the project with separate forms designed particularly for:
  - a. principals of the participating schools;
  - b. teachers in the participating schools;
  - c. Board of Education staff members providing services in the schools.
2. Instruments to be used on a sampling basis included:
  - a. a school observation schedule, designed to evaluate the educational and social climate of the school;
  - b. inventories to ascertain the educational and vocational aspirations of selected children;
  - c. interview guides designed particularly for:
    1. principals of participating schools,
    2. teachers,
    3. Board of Education staff members providing services.

B. Observation.

Selected nonpublic schools were visited both during the hours of the inschool guidance program and at other times. Although the primary purpose of these visits was to interview principals and staff members of the schools and the clinical and guidance personnel providing services, there was also opportunity for observing facilities and equipment, the type of child attending the school, differences in religious and/or cultural mores, and the educational and social climate of the school. The schools selected for visitation were drawn from a stratified sample of the participating schools, based upon religious denomination, ethnic representation, and area of the city.

C. Interview.

1. Principals and teachers of selected participating schools were interviewed:
  - a. to gain information concerning their expectations of the services provided, their perceptions of the needs of the pupils in their schools, and their experiences with and knowledge of the clinical and guidance services available;
  - b. to ascertain the perceived effect of the project upon clinical and guidance services to children in their schools;
  - c. to ascertain the awareness of the parents and the local community of the services available;
  - d. to ascertain the effects anticipated by the principals on both pupils and teaching staffs by reason of participation in the project.

Insofar as possible, the interviews mentioned above were followed by second interviews to obtain data to evaluate the extent to which expectations were realized.

2. Selected project staff members providing services in participating nonpublic schools were interviewed to obtain their estimate of:
  - a. the organization and operation of the services they were assigned to provide;

- b. the contribution made by their services to the emotional, social, and educational adjustment of the pupils in the schools they served;
  - c. the effect of their services upon the mental health and guidance practices of the teaching staffs in the schools they served;
  - d. the effect of their services upon the parents of the pupils receiving their services.
- 3. Interviews with selected parents and children.
- D. Supplemental Data (provided in large measure by the project co-directors).
  - 1. Number and locations of proposed and actual participating schools, with reasons for difference in number
  - 2. Staff assigned to provide inschool services
  - 3. Number of children given service in each school with the following information indicated for each:
    - a. presenting problem (reason for referral)
    - b. service rendered
    - c. socioeconomic status
    - d. disposition of case
  - 4. Number and type of parent contacts made
  - 5. In-service training provided for nonpublic school staffs by Board of Education staff members
  - 6. Description of all services offered, and those accepted in each school

### III. DESCRIPTION OF THE INSTRUMENTS

#### Data Collection

The evaluation committee collected data for its findings through three primary sources: observations in nonpublic schools; interviews with key personnel; and questionnaires sent to all participants. The committee designed five instruments in order to collect data for the evaluation process. These instruments were:

1. Observation Guide for Inschool Services
2. Interviewing Guide for Use with Nonpublic School Administrators
3. Questionnaire for Inschool Clinical and Guidance Staff
4. Questionnaire for Nonpublic School Principals
5. Questionnaire for Supervisory Personnel

Copies of these instruments appear in Appendix B of this report.

The evaluation committee visited a random sample of approximately 20 per cent of the schools participating in the inschool project. The first two instruments were designed to assist the committee members on these field visits.

The Observation Guide for Inschool Services was used by the committee to record impressions gained and to report comments, attitudes, suggestions, recommendations, evaluations, and reactions of inschool professional workers and nonpublic school teaching staffs. Data concerning facilities, equipment, and school climate were included in the observation report. Most important was information concerning the type and scope of services being offered in the school by the workers and the degree to which services were accepted. Also noted were the inter-



action of the staff members with the professional workers, the degree of understanding of project aims and goals, the religious and/or cultural mores of the school and its pupils, and the overall school atmosphere (see Appendix B).

The Interviewing Guide for Use with Nonpublic School Administrators was used by the committee while interviewing principals of nonpublic schools. Impressions of the climate of the school, the educational philosophy, the population of the school, parent attitudes toward the school and the project, and understandings of the aims and goals of the school were recorded. The principals' perceptions of the value of the services offered were noted carefully, as were the areas of possible friction or misunderstanding arising from the inclusion of clinical and guidance services in the schools. The principals' perception of the structure, organization, and operation of the project were noted, as were the principals' statements of the needs of the pupils in the schools (see Appendix B).

The Questionnaire Survey was conducted among all principals of the participating nonpublic schools, all professional staff members employed in the inschool project, and all project supervisory personnel (see Appendix B). The questionnaires were designed to obtain data concerning participants' perceptions of the inschool program, both as to its purposes and the achievement of its stated goals. Specifically, the evaluation committee was interested in how the respondents perceived the contribution of the program to the growth, development and mental health



of the nonpublic school pupils; the type and quality of the services offered; the cooperation of staff; the quality and availability of supervision; the response of parents and community; the types of problems presented by pupils; and the working environment and facilities.

The questionnaires were designed in parallel format, providing the opportunity to compare the perceptions of different disciplines to identical items. Items were weighted to provide opportunity for degrees of agreement or disagreement, thus providing more precise data.

Each professional worker, principal, and supervisor was sent a questionnaire with a return stamped envelope. The following returns were received by the committee:

PRINCIPALS' RESPONSE

<u>Number of Participating Schools</u>	<u>Number of Returned Questionnaires</u>	<u>Percentage of Response</u>
149	114	77%

PROFESSIONAL STAFF MEMBERS' RESPONSE

<u>Inschool Staff Member</u>	<u>Number in Program</u>	<u>Number of Responses</u>	<u>Percentage of Response</u>
Guidance Counselors	73	53	73%
Social Workers	13	12	92
Supervisors (G.C.)	2	2	100
Supervisors (S.W.)	1	1	100
Psychiatrists	1	1	100
Psychologists	<u>0</u>	<u>-</u>	<u>-</u>
TOTAL	90	69	77%

Seventy-seven per cent of all the staff members involved in the inschool project returned the questionnaire. Of the 69 professional workers responding, 53 were guidance counselors and 12 were social workers. It should be noted that of the 73 counselors contacted, many were employed for relatively short periods of time and apparently felt that their responses were not significant. Representing 77 per cent of the 149 nonpublic schools that were in the project, 114 principals returned the questionnaire. The responses of the staff members and the principals to each questionnaire item are shown as weighted averages in the tables in Appendix A.

In filling out the questionnaire, each respondent was given five possible options. They were as follows:

Code

0	not applicable	cannot respond	insufficient knowledge	etc.
1	not at all	in no cases	never	very badly done unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done fair
3	to some extent	in several cases	often	done well good
4	to a great extent	in many cases	very often	done very well excellent

Some of the questions required a qualitative response (good, fair, excellent), while others demanded a quantitative one (never, in several cases, etc.). The response "0" was used for "insufficient knowledge," "not applicable," or "cannot respond" type of replies.

The weighted average for each questionnaire item was computed for each discipline, thus indicating the differences among the perceptions of counselors, social workers, and principals on these items. The possible range of weighted averages was between 1.0 and 4.0. The weighted average also indicated the perceptions held by discipline on the degree to which each activity was engaged in or the success or lack of success of the activity.

Further knowledge of the perceptions of the project staff and the nonpublic school principals was obtained from the open-ended questions at the end of each questionnaire. These responses are reported in an appropriate section in chapter IV.

#### IV. FINDINGS AND RECOMMENDATIONS

##### A. Implementation

The implementation of this project was a challenging assignment for the co-directors of the project and the professional staffs they directed, and for the administrators and staffs of the nonpublic schools. Because of the innovative nature of the project, problems arose that were impossible to anticipate, forestall, or remedy. Because of the philosophical, cultural, academic, and linguistic differences among the participating schools, an unusual degree of flexibility, willingness to learn and adapt, sensitivity to the needs of others, tolerance, patience, and ingenuity were required of all participants.

Mrs. Marion Fullen, representing the Bureau of Educational and Vocational Guidance, and Dr. Richard Johnson, representing the Bureau of Child Guidance, are to be highly commended for their professional competence, skill in interpersonal relationships, inventiveness, and success in problem solving.

In comparable degree, the administrators of the participating nonpublic schools are to be commended for their cooperation, their willingness to receive new and untried services in their schools, their tolerance of delay, their forbearance of changes in routine which were necessitated by the establishment of the services, and for their ability to assimilate and learn to use effectively the services offered.

##### General Considerations

The project, designed to provide clinical and guidance services

for pupils attending 184 nonpublic schools in the five boroughs of New York City, presupposed the willingness and ability of two educational entities - the public and nonpublic schools - to work together cooperatively toward the common goal of providing these services in a nonpublic school setting and using persons professionally trained but often unfamiliar with the settings in which they were to work. That the assumption was warranted was attested to by the positive results achieved despite the problems that beset the project.

There were problems of communication, articulation, scheduling, interpersonal relations, lack of understanding of the goals and procedures (on the part of both program and nonpublic school personnel), housing, material shortages, staffing, and implementation. Some of the problems were superficial; others were deeply significant to the success or failure of the program.

Almost without exception, however, solutions to the problems were mutually explored with a minimum of resentment, annoyance, or rancor, and the work of implementing the program and providing effective services to disadvantaged children went forward. Instances of withdrawal from the program, lack of cooperation, misunderstanding, lack of interest, or active opposition to the program were comparatively few and were offset by the efforts of most of the participants to find ways of making the program a success.

A great majority of the participants were enthusiastic concerning the value of the program to large numbers of nonpublic school pupils

who otherwise would have little or no access to clinical or guidance services, and despite the problems encountered urged continuation and expansion of the project.

Almost all the participating schools were parochial schools of various religious denominations. Within a particular religious denomination, moreover, were degrees of stringency in philosophy and conduct that determined in large measure the extent to which the services outlined by the project proposal were acceptable or nonacceptable to specific schools. Some school leaders were reluctant to allow professional workers of a different faith or who had a different life style, to enter into communication with their pupils on either a clinical or a guidance level. A few parents in these schools expressed concern that the cultural and religious teachings of the denominational school might be weakened by contact with outside workers.

Concern also was expressed that workers entering nonpublic schools in a professional capacity might not readily understand philosophical bases for certain educational procedures at the schools, and so make hasty and erroneous judgments concerning them. A major concern of some nonpublic school leaders seemed to be that their pupils could not be given maximal help and guidance by persons who did not know or share the cultural and religious background of the children. Conversely, a concern of some professional workers in the nonpublic schools was their strong conviction that professionally trained workers should have the prerogative as well as the responsibility of recommending and working

toward environmental change when they felt that the pupil's future development was threatened.

Concepts of type and scope of helping services may lose strength and vigor if opposing or antithetical philosophies are held by leaders of nonpublic schools, parents, members of the communities in which the pupils live, professional workers, or society-at-large. The question arises, then, as to how growth, development, adjustment, and learning of pupils can be evaluated and by whom such an evaluation should be made. The relative values of clinical and guidance services for children from differing environments cannot be computed statistically, nor even in specific terms of "change." Often what appears to the professional worker to be increased adjustment and growth of a pupil may be viewed by a parent or school administrator as deepened maladjustment. Conversely, what appears to parent or school administrator to be increased adjustment to home or school may be viewed with alarm by the professional worker.

The value of the services to the pupil, then, must be considered in various ways - his functioning in his home, school, and community; his potential for functioning in a different environment; his increased self-esteem; his increased learning ability, increased knowledge of the educational and work world, and increased ability to relate effectively to his peers and the adults in his life situation. Best able to sense, observe, and gain some measure of these factors are the persons most closely involved with the child: the parent, the teacher,



the school principal, and the professional worker. Since no precise objective measures applicable to these widely differing children could be devised, it was necessary for the evaluating committee to rely on the judgments of these persons as to whether changes in a positive direction (as they viewed it) had occurred in individual children or groups of children.

Disadvantaged children vary widely in every way - culture, sophistication, intelligence, personality traits, religion, language, health, life style, parental attitude, and training, among others. To arrive at a full understanding of the satisfaction of needs of such children is a never ending task beyond the scope of this evaluation.

The committee found through observation and interview that nonpublic school staff and program workers alike were keenly sensitive about the need to accommodate to differences, and strove in most instances to understand more fully the philosophy and life goals of the children and adults. There seemed to be agreement among the participants that maximal latitude should be given to administrators of nonpublic schools in the ways in which they could best use the services offered to them. It was accepted generally that professionally trained workers should be expected to work creatively and professionally within the limits of varying philosophies, adapting their skills to the needs of pupils within the boundaries of the philosophy of the schools to which they were assigned. A question might be raised here of the need for extension of dialogues between leaders of the nonpublic schools and the designers

of future projects to ensure that allowances for differences in attitude toward type and use of services and possible variations in implementation of the program are incorporated in future projects during the planning stages.

### Staffing Patterns

The most serious problem confronting the co-directors of the project was that of staffing. Recruitment of staff for the project proved to be far more difficult than had been anticipated; hence, many schools were without service for most of the year. Because of staffing policy set by the bureaus involved in the project, no psychologists were available for service in the nonpublic schools. Social workers were in short supply and were inexperienced in school social work in nonpublic schools. Counselors were in greater supply although the number available did not nearly meet the needs of the project.

The professional staff proposed for this project was to be professionally and appropriately trained in their respective disciplines and included the following full-time equivalent positions: 44 educational and vocational counselors; 18 school social workers; 18 school psychologists; 2 supervisors of guidance; 1 supervisor of school social work; and 1 supervisor of school psychologists. In addition, two psychiatrists were to serve on a part-time basis for consultation.

Of the 184 schools designated to participate in the inschool project, 149, or 81 per cent, actually received some service during the year

for varying periods of time. Thirty-five schools were not participants in the project, five from choice. The average number of days of service was 23 days for each of the 149 participating schools. Of the 149 schools serviced, many of these received the services long after the program started. For example, only 99 of the schools had a guidance counselor by December 5, 1966.

The program proposed the equivalent of 84 full-time positions and 2 part-time positions. On the basis of the student population to be served the proposed staffing pattern was a ratio of one counseling position for every 2,160 pupils and one psychologist and one social worker for every 5,287 pupils. While this staffing pattern was minimal, the inschool project was designed to be supplemented by the clinical and guidance program offered in the evening centers. The following table indicates the staffing pattern for the project.

IMPLEMENTATION OF STAFFING PATTERNS FOR THE IN-SCHOOL PROJECT

Position	No. of Full-time Equivalent Personnel Proposed	No. of Full-time Equivalent Personnel Actually Employed	Percentage
Guidance Counselors	44	12.6	29%
Supervisors (G.C.)	2	2	100%
Social Workers	18	12.6	72%
Supervisors (S.W.)	1	1	100%
Psychologists	18	0	--
Supervisor (Psych.)	1	0	--
Psychiatrists	2 p/t	1 p/t	50%
Totals	84 f/t 2 p/t	28.2 f/t 1 p/t	34% 50%

In actuality, only 34 per cent of the 84 full-time equivalent positions were filled. This resulted in a staffing pattern that was far below the ratio of 2000 pupils to one counselor, 5000 pupils to one social worker, and 5000 pupils to one psychologist as planned in the project proposal. The evaluation committee concludes that the ratio of counselors, social workers, and psychologists to pupils was inadequate for accomplishing the objectives of this program as they were outlined. The ratios proposed by the project do not meet professional standards for what is considered minimal service for "normal" children. For children who are socially and culturally handicapped, the ratios indicated in the project proposal would provide, under the best of conditions, only minimal possibility of success in meeting the objectives of the program.

The project proposal called for the equivalent of 44 full-time guidance counselors. In actuality, the equivalent of 12.6 of these positions was filled; the services of 73 part-time counselors were required for these full-time equivalent positions. This shortage of personnel meant that of the 149 schools in the project, the average number of days of service per school was approximately 23 days for the entire school year. A counselor working 23 days of the school year in any school can hardly be expected to accomplish the objectives outlined in the proposal.

The project proposal called for the equivalent of 18 full-time social workers. In actuality the equivalent of 12.6 positions was filled by the services of 13 social workers. The allotment of 18 social

workers to 184 schools meant that each person would be expected to serve more than 10 schools. The actual figure of 13 filled positions meant that of the 149 schools serviced, each social worker had to service approximately 11 schools. This pace left most social workers tired and frustrated but, surprisingly enough, enthusiastic concerning the value of the endeavor. However, with school holidays considered, some schools hardly saw their assigned social worker.

The project proposal called for the equivalent of 18 full-time school psychologists. In actuality none of these positions was filled.

The project proposal also called for the equivalent of two supervisors of guidance, one supervisor of social work, and one supervisor of psychology. The psychology position was not filled. In practice the committee found that the supervisors had far too many staff members to supervise. The large number of schools each supervisor had to visit and the travel time involved meant that the supervisors were not able to give as much supervision as they or their staff felt was necessary.

Since the project coordinators were told to recruit staff without interfering with the recruitment process for regular positions with the Board of Education, and since shortages apparently existed in all disciplines involved in this project, staffing was a major problem.

Many of the staff were part-time workers who met the minimal requirements of experience and academic preparation required by the Board of Education. These people were then placed in a position of being

the sole professional clinical or guidance worker in a nonpublic school located in a disadvantaged area. The fact that the program met with overwhelming endorsement by the principals and the professional workers themselves, despite these conditions, is somewhat surprising and is a tribute to the flexibility of the part-time workers and to the supervision they received.

The inschool project proposal did not include provisions for on-site secretarial service to the participating schools nor to the assigned counselors. This meant that the additional paper work required for both this project and the evening center project became burdensome for many overworked principals and resulted in a considerable amount of lost professional time by the school counselors.

#### Articulation and Communication

The project proposal made special mention of the need for good communication and articulation but this proved difficult to implement. Communication between inschool staff and evening center personnel, between inschool staff and nonpublic school administrators, between inschool staff and outside agencies, and between inschool staff and parents became a matter of individual resourcefulness rather than the planned communication of the program proposal. The orientation of professional inschool clinical and guidance staff which had been planned carefully by the co-directors of the program as a means of fostering communication was not implemented because of the varying times programs were instituted in the schools, the turnover of professional staff, and limited supervision.



This lack of orientation was especially serious since it involved matters vital to the effective implementation of the program. Such matters as a thorough understanding of the aims and goals of the project; knowledge of the philosophy of the nonpublic school as well as its educational procedures; understanding of the role and function of the professional worker in a nonpublic school; orientation to the culture and mores of the communities in which the pupils live; and particularly the relation of the inschool project to the evening clinical and guidance centers were either discussed with an individual worker when he was employed or the assumption was made that he did not need such orientation.

Communication with the evening clinical and guidance centers was especially important because of the necessity to work cooperatively for rapid referral and treatment. Working hours for the inschool staff and the evening center staff did not coincide; therefore, communication was difficult and at times impossible. Either the inschool staff member contacted the evening center worker at his full-time day assignment, thus usurping time belonging to pupils of the public schools or to agency patients, or he contacted the evening center during time for which he was not being paid. In either case the contact was an unofficial one that was imposed by the conditions of the project proposal.

Referral procedures caused other kinds of communication problems. Referral procedures to evening centers were not uniform, and evening centers varied in their systems of accepting referrals from inschool



centers. Inschool workers reported that often children were screened by several workers before treatment was actually begun, or were placed on waiting lists without notification to the inschool worker. Parents who had been carefully prepared for referral and who expected early acceptance lost interest in attending the evening center or became annoyed at the inschool worker or school administrator for what appeared to be lack of action. Administrators who had been led to believe that there would be prompt acceptance of children at the evening center through the inschool worker lost confidence in his effectiveness.

Evening center personnel stated that referral material from the nonpublic schools was meager and often of little value in expediting service to the child. Often all that was received by the center were identification data of birthdate, parentage, and grade level. Inschool personnel stated that there was little or no feedback on children referred to the center and that often they did not know that a referred child had not kept appointments made for him.

Evening center staff stated that no provisions were made for forwarding information about a child from the nonpublic school while he was under treatment at the center. Both feedback and feedin concerning the child were minimal in many cases.

Communication also broke down when referrals to an evening center from an inschool center were not honored. It was felt that professional referrals either from a social worker or a counselor should be accepted

as bona fide and without question. It was felt also that there should be uniform referral forms and procedures and that the entire referral system should be examined.

Communication with the administrators of the schools sometimes presented problems. Inschool workers did not always understand why certain routines and procedures were observed in the schools and often there was no dialogue between the administrator and the worker. When this occurred the worker was limited in the services he could offer.

Lack of communication sometimes resulted in the unintentional disruption of classroom activities by the worker. When more than one project was operating in the school on the same day, several children might be withdrawn from a particular classroom at the same time, or a particular child might be away from his classroom for the better part of a day engaged in a number of different project activities.

Communication with teachers of the nonpublic schools was enhanced when they thoroughly understood the objectives of the project. At times teachers had only a vague idea of the workers' role in the school and of the services offered to the pupils. In those schools where paths of communication were open the teachers and workers together planned effectively for all children.

Communication with parents and members of the community required a special skill on the part of the clinical and guidance worker. Here the question of linguistics was of major importance since English is a second language for many parents and children in nonpublic schools and

one in which they are not proficient. The worker who had a knowledge of the language of the school or home was able to reach the parent and gain his cooperation in helping the child, was able to gain information about the child, or to give information to the parent, and was able to talk to the parent about his own problems in relation to his child.

For these reasons it is strongly recommended that wherever possible workers should be assigned to a school in which their language ability could be utilized. Lacking this, experiments should be tried using community members as interpreters, as is done in many other projects.

The problem of articulation of this project with other inschool projects should receive attention, not from the inschool workers alone, but from the designers of project proposals. Duplication of service to some children to the exclusion of service to others might be avoided if there was an opportunity for clearance of cases in a school or through a central facility.

Responses given on questionnaires differed somewhat from those obtained in interviews. A summary of questionnaire responses concerning articulation and communication follows.

The responses of the staff members and the principals to individual items of the questionnaire dealing with articulation and communication are reported in Table 1 of Appendix A.

The principals of the participating schools and the staff members

of the inschool project gave positive ratings to a number of items on the questionnaire concerned with articulation and communication. They all indicated that they thought they themselves were aware of the objectives of the program; that the assigned personnel were familiar with the sociocultural background of the student population; that there was frequent contact between the project members and the staff members of the nonpublic schools; and that communication between the project staff and the school staff was fairly good.

The principals and the counselors reported that they were well oriented to the roles that they were expected to perform in this program; however, the social workers indicated that their orientation was only fair.

The principals thought that they understood the aims and procedures of the inschool program fairly well, whereas the counselors thought that the participating school principals' understanding was moderate and the social workers perceived the principals' understanding as fairly limited. A similar pattern was observed in terms of planning the services. The principals perceived that there was a considerable amount of cooperation in planning the services while the project staff felt that this cooperation was more limited.

All three groups reported that they experienced little difficulty in working with staff members of the project and the school. Both the principals and the counselors reported that the referral forms were quite adequate for their use, whereas the social social workers felt

that the forms were of limited use. The counselors and social workers on the inschool project indicated that they had rather poor communication with the evening center staff.

### Working Environments and Facilities

Housing of the professional workers presented problems not only for the workers themselves but for the administrators of the nonpublic schools. In many nonpublic schools structural changes were made in order to provide a comfortable working space with privacy. In other schools no provisions were made for the workers, and it was necessary for them to carry on their professional activities in corners of classrooms, busy offices, or in a few instances, in basements, supply closets, or a corner of the cafeteria. In fairness to the nonpublic schools it should be noted that lack of provision of space in these instances was due not to callousness but to lack of understanding of the functions of the workers and their need for privacy, or to a real absence or shortage of space. In many instances two or more workers from special projects were in small schools at the same time, and administrators found it impossible to provide enough space or privacy for each. In some instances space was at such a premium that workers shared the administrator's own office, and sometimes with a clerk or volunteer aide as well.

The project proposal did not include any allowances for equipment,

such as file cabinets, storage cabinets, paper and pencil tests, or telephones, for the use of workers while they were in the nonpublic school. In some cases, this lack of equipment meant that the assigned worker had to take his materials with him; in other cases, counselors were working in schools that provided him with some minimal storage space. The inschool guidance workers had no provisions for nonclinical paper and pencil tests or for guidance materials. While the inschool counselor did not have any acute need for these materials, a reservoir of such materials would be of value to pupils and particularly to counselors who are working in the area of educational and vocational planning.

The responses of the inschool staff, supervisors, and nonpublic school administrators to items dealing with working environments and physical facilities are reported in Table 2 of Appendix A.

Principals generally believed that the physical facilities provided for the inschool project were conducive to a good working environment, whereas staff members reported limited facilities. Counselors and principals thought that necessary supplies and equipment were available, but social workers reported that both supplies and equipment were "quite limited."

The use of a telephone - vital to the work of the social worker and the counselor - proved to be a frustration that at times assumed major significance. Nonpublic schools in disadvantaged areas seldom have more than one telephone and seldom have clerical or secretarial



aides. Usually the telephone is answered by the school administrator and a message is sent to the worker. Such a procedure is distracting and wasteful of an administrator's time. The use of the telephone in the busy administrator's office is necessarily a hurried procedure and conducted without privacy. In addition, the use of the telephone by the worker precludes its use by the administrator or the school staff.

The committee feels that a telephone for the exclusive use of project workers is of importance and should be included as necessary equipment in federally funded projects which involve direct communication with referral agencies and with parents.

Co-joined with the question of telephone service is that of clerical or secretarial help for inschool workers and for administrators. Budgets for nonpublic schools usually are very limited and do not allow for secretarial help for the administrator. The added clerical work of accounting for projects, answering survey and questionnaires, and reporting on personnel becomes a burden to the administrator and limits the time available for his professional activities in the school. Secretarial help would allow the work of the projects to be carried forward more effectively and with more service to the disadvantaged child.

The committee believes that the nonpublic school should assume the responsibility of providing working conditions for professional workers that are comfortable, adequate for the services to be performed, and private. Since equipment for use by the workers was in short supply, social workers did not have equipment necessary for work with children;



this was sorely needed. Desks had been ordered for use by the workers but had not been received. File cabinets for the storage of confidential materials and supplies had not been delivered; thus workers carried materials from one school to another or from home to school. In some instances the nonpublic school administrator provided storage space for records, but in many cases this was not available.

In spite of facilities that were often inadequate, assigned personnel often indicated their desire to return to the same school because of their feeling that the services they offered were needed and deeply appreciated by the school staff and the administrator.

### Services

The project proposal called for 86 professional workers to give clinical and guidance services to pupils in nonpublic schools in disadvantaged areas. Of the proposed 86, less than sixty were employed at any one time. The services to be rendered by the professional workers were those outlined in the proposal with "policies, practices, and procedures in accordance with those detailed in the manual and other published statements of the Bureau of Child Guidance and the Bureau of Educational and Vocational Guidance."\* The services were to be provided for "the total school population and not merely for disturbed children."\*

\*Project proposal: Inschool Guidance for Disadvantaged Children in Nonpublic Schools.

The services which were provided in any specific school, while within the framework of good professional practice as outlined by the two bureaus, varied in order to meet the needs of the children in the school, either as the needs actually existed or as they were perceived by school administrators and teachers or by the professional worker. The services varied also in terms of the experience of the worker, his special interests and skills, and his ability to demonstrate to the children the value of a particular service. As the professional worker became familiar with the routine of the nonpublic school, the community in which it was situated, the school population, the teaching staff, the educational procedures of the school, and the parents of the children, he became increasingly able to adapt his knowledge and skill to the children's needs. As school staff, parents, and community became familiar with his services the worker found that increased service was accepted by them.

Specific services provided by workers included individual and group counseling, educational advisement, education counseling, occupational information, career planning, referrals, parent conferences, group meetings with parents, classroom visitation, consultation with teachers, consultation with agencies, arrangements for recreational services for individual children or groups of children, and demonstrations of guidance techniques.

One of the most important services rendered by social workers and counselors in nonpublic schools should have been that of acting as re-

ferral and liaison person to the clinical and guidance centers. Of all the services given, however, this seemed to be the most difficult to implement. Communication with the centers, as has been reported previously (see Articulation and Communication) was hard to achieve. Time schedules of evening center staff and inschool staff did not allow for easy communication since the centers were not in operation at the same time. Evening center workers, when contacted during the day at their place of employment, did not have available the records of the children under discussion, were taking time from their official duties, and were depriving their clients of services. Inschool workers, when contacted during evening hours, gave time to the discussion of cases for which they were not compensated.

Procedures for referral of nonpublic school pupils to evening centers was inconsistent and in some instances broke down completely. Since evening centers relied heavily on nonpublic school referrals for their operation, communication was imperative. In those evening centers and inschool centers where channels of communication were open, both benefited and pupils received increased service.

Because no psychologists participated in the inschool project, it was necessary for inschool staff to rely on either the evening centers or outside agencies for diagnostic services, and this sometimes presented problems. Children who had been screened for diagnostic service by inschool staff professionally trained to render this service, were not accepted for diagnosis without again undergoing duplicate screening.

This procedure resulted in confusion for the child and parent and weakened confidence in the inschool staff. Inschool workers reported that feedback from evening centers on children referred was not received by the nonpublic school and that they therefore had no knowledge of the disposition of cases. Children were placed on waiting lists without notification to either the parent of the child or the in school center, and inschool staff assumed that children were obtaining treatment from the evening center. In some instances evening centers to which children were referred were closed because of under-utilization, removing the possibility for diagnosis and treatment of children.

Counselors gave service to nonpublic schools for one day a week while social workers gave service to nonpublic schools for one half day a week, and in some instances only when a nonpublic school requested their services for a specific child. During interviews both counselors and social workers indicated their feeling that this amount of time spent at a school was inadequate. Social workers particularly felt that their services were fragmented and that they lacked continuity. Both groups stressed their belief that more time in each school was necessary.

Classroom visitation - felt by both groups to be necessary to observe children in an educational setting - was limited because of time. Teachers reported that classroom visitation by the workers was of value to them in gaining help in handling children with behavior problems. Teachers also were appreciative of classroom demonstrations by counselors of guidance techniques which could subsequently be used by the teacher.

Teachers reported that they were appreciative of the opportunity to consult with professional workers about specific children who presented educational or behavior problems, and to learn ways of coping with them in the classroom. Administrators reported that as a result of such consultation children who otherwise would have been excluded from the classroom were retained and were able to achieve academically. Another service rendered by the workers was an indirect benefit to children in the nonpublic schools. Principals indicated that the presence of the professional workers in the schools had the effect of making the teachers more conscious of their responsibility to practice good mental health techniques in the classroom. Many children, by this means, gained benefits otherwise denied to them.

Many of the workers conducted parent workshops and held group meetings with parents. During these meetings parents were led to recognize accepted patterns of behavior of children, to have a better understanding of the children's emotional and social needs, and to have a better understanding of the aims and goals of the school.

Children benefited also from group counseling and group guidance sessions. In these groups children were identified who needed special individual help either from an inschool worker or an outside agency. The identification of these children at an early stage of maladjustment or underachievement was an important service given by the workers, leading to early treatment and alleviation of symptoms.

The social workers, despite all the problems that beset them in

their attempts to provide to children the services for which they are trained, were able to accomplish more services than would have seemed possible.

The responses of the staff members and the principals to the questionnaire items dealing with perceptions of the services offered are shown as weighted averages in Table 3 of Appendix A. The principals and project staff indicated that the following services were performed "quite frequently:" counseling with children; diagnosing problems of children; consultations with classroom teachers; and consultations with parents.

Principals and counselors gave a similar rating to educational and vocational guidance. Social workers indicated that they performed this service infrequently, as would be expected. Social workers indicated that they conducted group counseling sessions and made referrals to evening centers frequently, whereas counselors reported that they conducted group counseling sessions in only a few instances and made only a moderate number of referrals to the evening centers.

Principals reported that group counseling was infrequent in the inschool project. Principals believed that case conferences with school staff were held frequently; social workers reported holding only a few conferences, and counselors indicated that they were held infrequently. Differences in concept of a "case conference" may have accounted for the apparent discrepancy between reports of professional workers and administrators of this item.



All three groups believed that classroom climate was improved to a moderate extent as a result of the services offered. Social workers reported that they conducted a moderate number of therapy sessions, while counselors indicated that they held a limited number of therapy sessions. Principals and counselors indicated that group guidance activities and parent meetings were held; social workers reported that they very rarely engaged in either of these activities.

Responses from both social workers and counselors indicated that they did little or no remedial work with children. On the other hand, principals thought that remedial work had been performed by the workers in some cases. All three groups indicated that teacher workshops were held in the school by inschool workers "very, very rarely."

Principals, counselors, and social workers reported that the inschool project handled a variety of cases. All three groups indicated that cases most frequently handled were behavior problems, parent-child relationships, and emotional disorders. The inschool workers also considered that they had seen children who had learning disabilities, while the principals believed that this type of presenting problem was a minor one in the inschool program. The administrators and staff members indicated that problems of peer relationships ranked "moderate" as a cause for referral for treatment. The counselors and the principals also gave a rank of "moderate" to educational and vocational problems as a presenting problem. Social workers perceived this problem to be minimal.



Members of both disciplines in the program indicated that they performed both intake and parent interviewing "frequently." Social workers spent enough time on case conferences to consider their efforts as moderate while counselors reported that they rarely engaged in case conferences. Both groups found the extent of followup activities to be limited. Social workers made home visits in a few instances while counselors reported that they rarely performed this service. Both groups reported that paper and pencil testing and individual testing were very rarely done.

Both groups felt that the services they offered were influenced by their time schedules and their daily and weekly schedules. In evaluating effectiveness of their working hours (those of the school they serviced) they stated that the hours were "very good" for contacts with children, and "good" for contacts with parents and inschool teachers. They rated the hours "poor" for contacts with evening centers.

Counselors rated their working hours as "quite satisfactory" in contacting outside agencies while the social workers deemed them only "adequate." This difference may arise from differences in types of agencies used for referral purposes by each discipline. Social workers were more likely to refer children to community centers operating after school hours.

Both groups felt that their daily hours were not at all effective for contacts with the evening clinical and guidance centers. Principals

indicated that the time schedule of the inschool workers allowed them to make effective contacts with children, school staff, parents, and outside agencies. They also reported that the time schedule of the workers did not allow sufficient contact between them and the evening centers.

Guidance counselors of the inschool project felt that their weekly schedule of one day a week for each school allowed them sufficient opportunity to have effective contacts with parents, children, inschool teachers, and outside agencies. On the other hand, social workers reported that their weekly schedule was too limited for effective contacts with any of these groups. Both social workers and counselors indicated that their weekly schedule was most ineffective for contacts with the evening centers.

Statistically, the 73 counselors in this project reported that they had received more than 6,000 referrals and actually had handled more than 4,000 cases. These children were seen in 14,000 interviews for an average of 3.5 interviews per pupil. More than 1,600 parents or parent surrogates were interviewed in more than 2,300 interviews, or an average of 1.4 interviews per parent.\* In addition to individual contacts the counselors reported that they had conducted 86 group meetings with parents and approximately 900 group meetings with children in which 12,400 children participated.

\*Figures provided by inschool project co-director.

## B. Program Contributions

The responses to the questionnaire items concerned with the contributions and results of the program are shown as weighted averages in Table 5 of Appendix A.

The principals, counselors, and social workers all indicated that the reactions of the children, the parents, and the teachers were very positive. Both the principals and the counselors believed that the program had made a good contribution in enhancing the classroom teacher's acceptance and understanding of guidance and in improving the teacher's recognition of the presenting problems. Social workers, however, believed that the program made a more modest contribution in these two areas.

All three groups reported that the program made a modest contribution toward improving the mental health climate within the participating schools. In all seven items concerned with the extent of observable changes, the counselors and social workers gave higher ratings to each item than the principals. However, all three groups reported that they were able to perceive some observable changes in children as a result of the inschool program.

The counselors and social workers thought that children evidenced some changes in their relationships with peers and teachers and in their school behavior or attitude. The principals believed that these changes were more modest.

The counselors reported that they observed some modest changes in the children's educational and occupational aspirations and in the chil-

dren's personal appearance. Both the social workers and the principals thought that these changes were limited.

The social workers reported a modest but slight improvement in standardized test results while the counselors and principals perceived these changes as more limited. All three groups believed that there was limited improvement in academic grades as a result of the inschool program.

The principals, counselors, and social workers all indicated that the services provided in the inschool project were used extensively. Furthermore, they thought that the project was able to make some modest contribution in meeting the needs of children in the participating schools. The counselors and social workers reported that they had been able to make the contribution which they had anticipated; however, the social workers indicated that their contribution was more modest than they had hoped it would be.

On the open-ended questions, the counselors and social workers indicated similar problems with the program. Both groups felt that they had too large a work load and insufficient time and/or too many schools to do an effective job. Furthermore they felt that the lack of psychologists in the day program was a very severe handicap. The counselors also indicated that they did not have enough contact with the teachers within the participating schools and that the lack of materials was an impediment to their services.

The principals reported that the biggest problems they perceived were primarily in the areas of time, staff, and parental acceptance of the program. They thought that both counselors and social workers needed more time to accomplish the project goals and that these personnel were needed more frequently on the premises of their schools. They also indicated that some parents were not receptive to these services and that more staff was needed to help the principals overcome this rigidity. Finally, the principals felt that there needed to be more consultation with the classroom teachers so that the program could become part of the total school effort in working with children from disadvantaged areas.

#### C. Overall Evaluation

The evaluation committee has found that the inschool clinical and guidance program has received the overwhelming endorsement of the professional staff members employed in the project and the principals of the participating schools. The reactions of the staff members and the principals are indicated in the following table.

Of the 69 professional staff members who completed the questionnaire, 96 per cent felt that the program should be continued either as is (N=13) or with modifications (N=53). The principle reasons given for this endorsement of the program were that the services are needed by children, parents, and the community, and that the inschool project is perceived as a positive attempt to meet these needs. This endorsement of the project did not prevent the staff from recognizing and reporting weaknesses

REACTIONS TO THE INSCHOOL PROGRAM BY COUNSELORS, SOCIAL WORKERS, AND NON PUBLIC

SCHOOL PRINCIPALS					
Staff Member	Continue As Is	Continue with Modification	Discontinue	Could not Evaluate	Total
Guidance Counselors	12	39	2	0	53
Social Workers	1	11	0	0	12
Supervisors (G.C.)	0	2	0	0	2
Supervisors (S.W.)	0	1	0	0	1
Psychiatrist	0	0	1	0	1
TOTAL	13	53	3	0	69
Percentages	19%	77%	4%	-	100%

Nonpublic School  
Principals

Catholic	65	30	2	2	99
Jewish	4	1	0	1	6
Protestant	4	1	0	4	9
TOTAL	73	32	2	7	114
Percentages	64%	28%	2%	6%	100%

in the program; many suggestions were made for changes in the program.

The principals of the participating schools also strongly endorsed continuation of the project. Of the 114 principals who returned the questionnaire, 92 per cent felt that the program should be continued either as is (N=73) or with modifications (N=32). Thus, a smaller percentage of principals made recommendations for changes.



## V. SUMMARY

Under Title I ESEA, clinical and guidance services were to be provided to 95,165 children attending 184 nonpublic schools in New York City in disadvantaged areas. The program was operated by two bureaus of the Board of Education: the Bureau of Child Guidance and the Bureau of Educational and Vocational Guidance. The services offered to the nonpublic schools and to their pupils were those provided to pupils in the public schools of the city by comparable professional workers. Policies, practices, and procedures were in accordance with those described in bureau manuals and other published statements.

The personnel of the program, appropriately and professionally trained for the services to be rendered, were to consist of 2 part-time psychiatrists, 18 full-time school social workers and 18 full-time school psychologists, 44 educational and vocational counselors (some on a part-time and others on a full-time basis), 10 typists, and 8 stenographers. Supervision was to be provided by 2 supervisors of social workers, 2 supervisors of guidance, and 1 supervisor of psychologists.

An evaluation of the services was conducted by the Center for Urban Education through the work of a committee of six psychologists and guidance specialists experienced in the problems of disadvantaged children in urban communities. The committee visited at random selected participating schools to confer with the principal or administrator; to inter-



view teachers; to confer with personnel assigned to the schools; to observe the facilities provided by the participating schools for use of the guidance and clinical workers in the performance of their duties; and to attempt to gauge the degree of acceptance and use of the services offered. Data relevant to the effectiveness of the program were collected. In addition to sampling by observation and interview, data were obtained through questionnaires and surveys distributed to all members of the in-school clinical and guidance teams, principals of the participating schools, and supervisors. Respondent opinion, attitudes, and reactions were analyzed.

One hundred and forty-nine nonpublic schools were provided with the services of 73 guidance counselors, 13 social workers, 2 supervisors of counselors, 1 supervisor of social workers, and 1 part-time psychiatrist. Counselors were assigned to schools on a one-day-a-week basis; social workers were assigned on a half-day-a-week basis. Positions were filled by social workers and counselors who were fully trained and qualified for employment in the public schools. Social workers were full-time employees; guidance counselors were part-time employees who were retired, on maternity or study leave, or were former employees. No psychologists were employed in the inschool program. Staff turnover was extensive.

Recruitment of staff for the program did not result in sufficient personnel to provide service for all schools indicating their desire

to participate in the project, and for many schools services were provided for only a small fraction of the academic year. For example, only 99 of the 149 schools actually serviced were staffed by December 1966. This shortage of staff severely hampered implementation of the project, and particularly with the absence of school psychologists, obviated the possibility of achieving the stated goals of the project.

The committee recommends that unless sufficient personnel can be recruited before the start of the academic year future proposals should be limited in scope. The committee feels that adequate staffing for fewer schools would more nearly meet the objectives of the program. It is suggested as a recruitment measure that appropriately trained and qualified staff members assigned to nonpublic schools be licensed and employed as regular full-time employees of the Board of Education with the same privileges of attaining tenure as the clinical and guidance personnel assigned to the public schools.

The project proposal indicated that for this program pupil-worker ratios were set at 2000 pupils to one counselor, 5000 pupils to one school psychologist, and 5000 pupils to one social worker. These numbers of pupils are far greater than those considered professionally as maximum for adequate service for all pupils; the committee questions seriously whether the objectives outlined in this project can be fulfilled under these conditions of staffing.

Through interview and questionnaire the committee found that staff members felt the need for specialized training for work in nonpublic

schools. Differences in culture, religion, and educational practices were evident, and orientation to these was felt to be an aspect of effective work within the school. Preplanning for this orientation and training should be a joint responsibility of nonpublic school leaders and the bureaus implementing the program.

In participating schools where English is a second language, some professional workers reported that communication was difficult. It is recommended that whenever possible workers should be assigned to a particular school in which they could utilize their knowledge of the culture and language of communities from which the pupils come. It is further recommended that some thought be given to providing professional staff with classes in foreign languages to enable them to communicate more effectively with parents and children.

During the collection of data the committee found that many of the nonpublic school teaching staff were not thoroughly aware of the various projects operating within their schools, or of the goals of the projects. It is recommended, therefore, that nonpublic school teachers should be oriented each year to the services offered in their schools and out-of-school centers, and that inschool guidance teams should be trained to conduct such orientation so that services can be used most effectively.

The need for coordination of all federally funded programs within a given school was evident to the committee during its visits and interviews. Integrated, interdisciplinary coordination of services should be provided by project planners to ensure that services are used most

effectively, that no duplication of diagnostic service or clinical treatment occurs, and that there is no unnecessary disruption of the ongoing school program.

It is essential that articulation and communication between related programs and services be specified and delineated in future proposals and that provision for such articulation and communication be made. One of the major problems noted by both social workers and guidance counselors was lack of opportunity for communication with members of the evening clinical and guidance centers, a project closely associated with the inschool program.

Physical facilities for the use of professional workers in the inschool program varied widely. Although some of the schools were able to provide adequate space and privacy for the performance of the workers' duties, others did not make this provision. Nonpublic schools should be urged to provide space for professional workers that is comfortable and free of outside distractions. Telephone service is necessary especially for communication with outside agencies and should be provided by the project for the exclusive use of the professional workers.

Materials for social workers and counselors were minimal. Counselors who have responsibility for educational and vocational planning and adjustment should be provided with appropriate and adequate materials to carry out this function. Social workers should have access readily to materials necessary for the performance of their work in each school.

The services provided to the pupils in nonpublic schools varied

from school to school, but were always within the framework of accepted practice in the public schools of the city. These services included individual and group counseling, educational and vocational advisement, group guidance activities, teacher consultation, classroom visitation, demonstrations, parent conferences, parent meetings, agency referrals, and other services professionally indicated.

The evaluation of these services was particularly difficult for the committee for a number of reasons. First was the lack of specificity of the goals of the project proposal. Goals were so general and so vast that longitudinal studies would be required to evaluate them. Second was the late date at which the project began and the lack of personnel to interview or schools to visit until late in the year. Third was the differences in viewpoint of those who rated the pupils and reported to the committee. In light of differences in aspiration, values and culture, the degree, direction, and quality of change reported depended upon the observer.

Statistically, the services rendered were far greater than might have been expected from the limited staff and limited time of operation. The guidance counselors reported more than 6000 referrals and more than 4000 cases accepted. Fourteen thousand interviews were held with pupils, and more than 2,300 interviews were held with more than 1,600 parents. Nine hundred group meetings were held in which 12,400 pupils participated.

Social workers reported that their assignments to as many as ten schools limited the effectiveness of the service they could offer and

was antithetical to the philosophy of social work. In this situation they felt that their services were fragmented, had little or no continuity, and did not provide time for gaining knowledge of the pupils, the schools, or the communities in which the schools function. If social workers cannot be assigned to fewer schools it is recommended that they be assigned to schools on an intensive treatment basis, remaining in one or two schools for a four- or five-week period, then moving to other schools for a similar period of intensive service.

Supervision of the services generally was felt to be inadequate in terms of amount rather than quality of supervisory sessions. More supervision and direction were urged by social workers and counselors who indicated that it would be welcomed.

Principals, teachers, and professional workers indicated through both interview and questionnaire that they believed there were observable changes in a positive direction in those pupils who had received service. Many felt that such changes were minimal and many felt that they were not able to effect change to the degree they had hoped. Principals, teachers, and inschool professional staff all were enthusiastically in favor of the continuance of the inschool project. Despite the high turnover of staff and the problems encountered in implementing the project, they felt that the program was of great value to the pupils and the school.

The evaluating committee concurs in these conclusions. As observed by the committee there were many indications that this project has poten-



tial values of great magnitude for the disadvantaged child in the nonpublic school. Many adjustments must be made before the inschool program can become maximally effective, and these adjustments are equally the responsibility of the nonpublic school and the professional worker. It is imperative that ways be found for nonpublic schools to educate the parents of pupils to accept the services offered, and to provide channels through which the worker and parents can communicate.

It is necessary for project planners to consider ways of implementing services to meet the needs of all nonpublic schools through practices other than those now operating in the public schools of the city. One of these ways might be the opening of clinical and guidance centers district-wise to operate during school hours and to which pupils from nonpublic schools might be referred.

Conditions over which project planners had no control made the project proposal almost impossible to adequately implement. That so much real value has emerged in this project is tribute to the cooperative efforts of the leaders of the nonpublic schools and the Board of Education bureaus involved.





## APPENDIX A

### TABLES

1. Articulation and Communication as Perceived by Staff Members and Principals of Participating Schools.
2. Working Environments and Facilities as Perceived by Staff Members and Principals of Participating Schools.
3. Services Offered as Perceived by Staff Members and Principals of Participating Schools.
4. Staff as Perceived by Staff Members and Principals of Participating Schools.
5. Program Contributions and Results as Perceived by Staff Members and Principals of Participating Schools.

TABLE 1 ARTICULATION AND COMMUNICATION AS PERCEIVED BY STAFF MEMBERS AND PRINCIPALS OF PARTICIPATING SCHOOLS

	Weighted Averages		
	G. C. N=53	S. W. N=12	Prin. N=107
1. Awareness of program's objectives	3.2	3.2	3.3
2. Orientation to role	3.2	2.3	3.0
3. Participating schools' understanding of aims and procedures	2.6	2.2	3.4
4. Assigned personnels familiarity with socio-cultural background of student population	3.3	3.5	3.0
5. Extent of personal contact with personnel from project or school	3.2	3.2	3.6
6. Communication between project staff and school staff	2.9	3.1	3.4
7. Communication between project staff and evening center staff	1.9	1.7	N/A
8. Cooperation in planning services	2.6	2.8	3.4
9. Difficulty in working with school or project staff	1.9	2.3	1.7
10. Adequacy of referral forms	3.1	2.3	3.4

TABLE 2. WORKING ENVIRONMENTS AND FACILITIES AS PERCEIVED BY STAFF MEMBERS AND PRINCIPALS OF PARTICIPATING SCHOOLS

	<u>Weighted Averages</u>		
	<u>G. C.</u> <u>N=53</u>	<u>S. W.</u> <u>N=12</u>	<u>Prin.</u> <u>N=107</u>
1. Physical facilities	2.3	2.1	3.2
2. Availability of supplies and equipment	2.9	2.0	3.0
3. Locations of evening centers	3.0	2.8	N/A
4-8. Daily hours effective for:			
4. children	3.9	3.5	N/A
5. parents	2.9	2.5	N/A
6. school staff	2.9	2.9	N/A
7. evening centers	1.5	1.5	N/A
8. outside agencies	3.0	2.4	N/A
9-13. Weekly time schedule effective for:			
9. children	3.5	2.6	3.5
10. parents	2.7	2.4	2.8
11. school staff	2.7	2.4	3.2
12. evening centers	1.6	1.4	2.5
13. outside agencies	2.7	2.0	2.8

TABLE 3. SERVICES AS PERCEIVED BY STAFF MEMBERS AND PRINCIPALS OF PARTICIPATING SCHOOLS

	<u>Weighted Averages</u>		
	<u>G. C.</u> <u>N=53</u>	<u>S. W.</u> <u>N=12</u>	<u>Prin.</u> <u>N=107</u>
1-15. Extent of the following services offered:			
1. diagnosing problems of children	3.4	3.5	3.0
2. consultation with parents	3.0	3.0	2.9
3. educational and vocational guidance	3.1	2.5	3.1
4. counseling with children	3.7	3.3	3.4
5. group counseling	2.1	2.9	2.2
6. group guidance	2.3	1.3	2.3
7. teacher workshops	1.6	1.3	1.7
8. parent meetings	1.8	1.3	2.1
9. referrals to evening centers	2.7	3.1	N/A
10. referrals to other agencies	2.1	2.6	2.5
11. case conferences with school staff	2.4	2.7	2.9
12. improve classroom climate	2.6	2.3	2.4
13. consult with classroom teachers	3.3	3.4	3.1
14. therapy	1.5	2.5	2.3
15. remedial work	1.5	1.0	2.2
16-21. Presenting problems:			
16. learning disabilities	3.1	3.1	2.5
17. behavior problems	3.5	3.4	3.0
18. parent-child relationships	3.0	3.4	2.8
19. emotional disorders	2.9	3.0	2.9

TABLE 3. (Continued)

	<u>Weighted Averages</u>		
	<u>G. C.</u> <u>N=53</u>	<u>S. W.</u> <u>N=12</u>	<u>Prin.</u> <u>N=107</u>
20. peer relationships	2.7	2.6	2.7
21. educational or vocational problems	2.7	2.2	2.7
22-28. Professional services offered:			
22. intake interviewing	3.7	3.3	N/A
23. paper and pencil testing	1.7	1.2	N/A
24. individual testing	1.5	1.2	N/A
25. home visits	1.3	2.3	N/A
26. parent interviews	3.0	3.1	N/A
27. case conference	2.1	2.8	N/A
28. therapy sessions	1.5	2.4	N/A
29. Extent of follow-up	2.4	2.4	N/A

TABLE 4. STAFF AS PERCEIVED BY STAFF MEMBERS AND PRINCIPALS OF PARTICIPATING SCHOOLS

	<u>Weighted Averages</u>		
	<u>G. C.</u> <u>N=53</u>	<u>S. W.</u> <u>N=12</u>	<u>Prin.</u> <u>N=107</u>
1. Qualifications of staff	3.0	3.2	N/A
2. Cooperation of staff	3.1	3.0	3.6
3. Cooperation with evening center	2.3	2.5	N/A
4. Availability of supervisory consultation	3.3	2.1	N/A
5. Usefulness of supervision	3.4	3.0	N/A



TABLE 5. PROGRAM CONTRIBUTIONS AND RESULTS AS PERCEIVED BY STAFF MEMBERS AND PARTICIPATING SCHOOLS

	<u>Weighted Averages</u>		
	<u>G. C.</u> <u>N=53</u>	<u>S. W.</u> <u>N=12</u>	<u>Prin.</u> <u>N=107</u>
1. Use of services	3.3	3.3	3.6
2. Meeting children's needs	3.1	2.6	2.9
3. Reaction of children	3.7	3.4	3.2
4. Reaction of parents	3.3	3.4	2.9
5. Reaction of classroom teachers	3.2	3.2	3.2
6. Perception of changes in children	2.9	2.9	2.5
7-13. Extent of observable changes in:			
7. relationship with peers	2.7	2.7	2.2
8. relationship with teachers	2.8	2.8	2.4
9. personal appearance	2.5	2.3	2.1
10. school behavior or attitude	2.7	2.7	2.3
11. academic grades	2.4	2.3	2.0
12. standardized test scores	2.1	2.5	2.0
13. educational or occupational aspirations	2.8	2.1	2.1
14. Improvement of mental health climate	2.8	2.5	2.5
15. Influence on attitude of teachers	2.7	2.6	2.8
16. Enhancement of teachers' understanding and acceptance of guidance services	3.0	2.8	3.2
17. Improvement of teachers' recognition of presenting problem	3.0	2.7	3.1
18. Overall evaluation of project	3.0	2.6	3.4
19. Contribution made	3.1	2.5	2.9



## Appendix B - INSTRUMENTS

### IN-SCHOOL GUIDANCE FOR DISADVANTAGED PUPILS IN NON-PUBLIC SCHOOLS

#### List of Instruments

Observation Guide for In-School Services	B1
Interviewing Guide for Use With Parochial School Administrators	B5
Questionnaire for In-School Clinical and Guidance Staff	B10
Questionnaire for Non-Public School Principals	B21
Questionnaire for Supervisory Personnel	B31



Evaluation of Clinical and Guidance Services  
for Non-Public Schools

Observation Guide for In-School Services

1966 - 1967

I. Clinical or guidance worker

1. Competence:

(It is assumed that all workers employed by the Board of Education are licensable or certifiable)

- a. knowledge and awareness of mores of the urban area  
(in depth, moderate, limited)
- b. knowledge of sub-culture of the school  
(in depth, moderate, limited)
- c. skill in techniques employed  
(excellent, good, fair, poor)
- d. creativity in adapting clinical or guidance techniques  
to school mores and needs
- e. skill in working with staff  
(excellent, good, fair, poor)
- f. skill in working with parents  
(excellent, good, fair, poor)
- skill in working with children  
(excellent, good, fair, poor)
- g. how is person viewed?  
(interloper, threat, consultant, member of staff)
- h. is person accepted by children? Yes No  
is person accepted by parents? Yes No
- i. does person appear to be comfortable  
in the situation? Yes No
- j. does person speak the foreign language  
of the community or school?  
(Greek, Spanish, Hebrew, etc.)

- k. what is your estimate of the general level of competence of the worker?  
(high, good, mediocre, weak)

## 2. Functions

Which of the following functions are employed by worker:

- |  |     |    |
|--|-----|----|
| a. consultant                            | Yes | No |
| b. individual interviewing with children | Yes | No |
| c. coordination of services              | Yes | No |
| d. group guidance                        | Yes | No |
| e. vocational information                | Yes | No |
| f. testing                               | Yes | No |
| g. referrals                             | Yes | No |
| h. crisis guidance                       | Yes | No |
| i. long-range guidance projects          | Yes | No |
| j. total school guidance                 | Yes | No |
| k. work with parent groups               | Yes | No |
| l. individual interviewing with parents  | Yes | No |
| m. conferences with teachers             | Yes | No |

## 3. Facilities provided for worker

- |  |     |    |
|--|-----|----|
| a. does worker have office?  | Yes | No |
| b. is privacy provided for interviews and conferences?               | Yes | No |
| c. are record-keeping facilities provided?                           | Yes | No |
| d. are supplies adequate?  | Yes | No |
| e. are school records present and available to worker?               | Yes | No |
| f. are provisions made for storage of clinical and guidance records? | Yes | No |
| g. are provisions made for classroom visits?                         | Yes | No |
| h. is telephone service provided?                                    | Yes | No |

## II. Communication

1. What provisions are made for conferences between in-school worker and clinical and guidance center?
2. To what extent are referrals made to other than evening centers (outside agencies, other school services)?
3. What provisions are made for reporting and conferring with staff?

With administration?

4. What type of reporting to staff and administration is done (oral, written)?
5. How is reporting to parents done (conference, written, telephone)?
6. Who does reporting to parents
  - a. worker
  - b. teacher
  - c. administrator
  - d. other
7. What provisions are made for communication with non-English-speaking parents?



III. Time allotment

What proportion of time allotted to school is used in:

1. individual interviewing .....
2. consultation .....
3. coordination .....
4. testing .....
5. referrals .....
6. parent conferences .....
7. work with parent groups .....
8. long-term guidance projects .....
9. total-pupil guidance projects .....

IV. Mental health aspects of program.

How is worker seen as helping to improve mental health:

a. of children?

b. of staff?

c. of classroom procedures?

CENTER FOR URBAN EDUCATION

Evaluation of Clinical and Guidance Services to Non-Public Schools

1966 - 1967

Interviewing Guide for Use with Parochial School Administrators

Please distinguish between responses relevant exclusively to in-school guidance services in comparison with center services.

1. What does administrator hope from program?
  
  
  
  
  
  
  
  
  
  
2. Does administrator feel the children in his school are receiving these services?

Yes                      No
  
3. What services are being given to the school through the clinical-guidance services?
  - a. Which are for all pupils?
  
  
  
  
  - b. which are for atypical pupils?
  
  
  
  
  
4. What changes are taking place in the school in the following areas as a result of services rendered:
  - a. Administration
  
  
  
  
  - b. Staff
  
  
  
  
  - c. Community (parents, agencies)

d. Children

e. Curriculum

5. Administrators' opinion of efficacy of in-school service compared with out-of-school centers.

6. How does the parochial school administrator perceive the role and function of the services offered

a. in-school

b. center

7. Articulation and communication between parochial school and center

a. What orientation concerning centers has there been for parochial school staff:

1. from project administration

2. from parochial school administration

3. from center administration

b. Do staff members confer with center staff members? Yes No

c. Does center staff ask for and consider school recommendations? Yes No

d. What type and amount of feed-back comes from the out-of-school center?

e. Do staff members participate in case conferences Yes No

#### 8. Referrals:

a. Are more children referred to agencies since program began? (% referred) Yes No

b. What type of referrals are made?

Medical, psychiatric, social agency, courts

c. Socio-economic level of children referred:

1. Are they typical of school population? Yes No

2. Are they typical of community? Yes No

d. Do parents follow recommendations for referral to a greater extent than before? Yes No

e. In which school grades have most referrals occurred? .....

f. Have more boys or girls been referred? .....

g. What are ages of children referred? .....

h. Is there a waiting list of children referred? Yes No

- i. If children have not been referred to centers, why not?

9. Changes in children resulting from the program, as perceived by parochial school administrator

- a. Changes in peer relationships.
- b. Educational changes.
- c. Adjustment to classroom and school.
- d. Decline in functioning level?  
Improvement in functioning level?
- e. Changes in play?
- f. Changes in personal appearances?

10. Parental response to program:

- a. What is parents' attitude toward in-school services offered:

- b. Do parents cooperate? Yes No
- c. What is parents' attitude toward referral to center?
- d. How are parents prepared for referral? When, by whom,  
how far in advance?
- e. What are areas of resistance to service if any?
- f. Has there been any demonstrable change in family  
attitude because of services rendered?

11. In-service training program:

- a. How many staff members are participating? .....
- b. Would more staff members participate if  
given the opportunity? Yes No
- c. How are staff members chosen for in-service program?
- d. What recommendations does principal have for in-service  
training?

B10

CENTER FOR URBAN EDUCATION  
33 West 42nd St.  
New York, N.Y. 10036

Evaluation Committee for Clinical and Guidance Services

Title I Project 18B

QUESTIONNAIRE FOR IN-SCHOOL CLINICAL AND GUIDANCE STAFF

Name:.....	Schools Served (List each):	Frequency Visits (Times per week)
Position in Program .....	.....	.....
	.....	.....
	.....	.....
	.....	.....

Directions:

For each question on the following pages, select your responses from one of the coded lists of response options shown below. Mark the code number corresponding to your choice on the line to the right of each question.

<u>Code</u>	<u>Possible Response Options</u>
0	not applicable, cannot respond, insufficient knowledge, etc.
1	not at all in no cases never very badly done unsatisfactory
2	to a limited extent in a few cases rarely poorly done fair
3	to some extent in several cases often done well good
4	to a great extent in many cases very often done very well excellent



<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no case	never	very badly -done	unsatisfactor
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

## In-School Staff Questionnaire

2.

Please mark responses according to code on facing page:

- |   | Coded<br><u>Response</u> |
|---|--------------------------|
| 1. To what extent are you aware of the objectives of the in-service program as stated in the project proposal?                                  | 1. ....                  |
| 2. To what extent were you oriented to the specific <u>role</u> that <u>you</u> were expected to perform at your schools?                       | 2. ....                  |
| 3. To what extent were you familiar with the socio-cultural background of the student population you were expected to serve?                    | 3. ....                  |
| 4. To what extent did your schools understand the aims of the in-service project?   | 4. ....                  |
| 5. To what extent have you had personal contact with the professional staff members of the schools you serve?                                   | 5. ....                  |
| 6. How would you rate the communication between the in-school-project staff and the school staff?   | 6. ....                  |
| 7. How would you rate the communication between the in-school-project staff and the evening centers staffs?                                     | 7. ....                  |
| 8. To what extent were the services that you offered planned in cooperation with the staff of your assigned schools?                            | 8. ....                  |
| 9. To what extent did you experience difficulty in working with the staff members in your schools?  | 9. ....                  |
| 10. To what extent did schools make use of the services you provided?   | 10. ....                 |
| 11. To what extent were the physical facilities conducive to a good working environment?  | 11. ....                 |
| 12. To what extent were the necessary supplies and equipment available for your use?  | 12. ....                 |
| 13. To what extent do the locations of the evening clinical and guidance centers facilitate contact with prospective clients from your schools? | 13. ....                 |

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no case	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

## In-School Staff Questionnaire 3.

Please mark responses according to code on facing page:

- |   | <u>Coded<br/>Response</u> |
|---|---------------------------|
| 14. - 18. To what extent were your daily hours<br>of work conducive to effective contacts with:         |                           |
| 14. children?   | 14. ....                  |
| 15. parents?  | 15. ....                  |
| 16. school staff?   | 16. ....                  |
| 17. evening centers?  | 17. ....                  |
| 18. outside agencies?   | 18. ....                  |
| 19. - 23. To what extent did your weekly time<br>schedule allow you to make effective contacts<br>with: |                           |
| 19. children?   | 19. ....                  |
| 20. parents?  | 20. ....                  |
| 21. school staff?   | 21. ....                  |
| 22. evening centers?  | 22. ....                  |
| 23. outside agencies?   | 23. ....                  |
| 24. To what extent were the referral forms adequate<br>for proper handling of the cases?                | 24. ....                  |
| 25. - 40. To what extent did you perform the follow-<br>ing services?                                   |                           |
| 25. Diagnosing problems of children   | 25. ....                  |
| 26. Consultation with parents   | 26. ....                  |
| 27. Educational and vocational guidance   | 27. ....                  |
| 28. Counseling with children  | 28. ....                  |
| 29. Group counseling  | 29. ....                  |
| 30. Group guidance  | 30. ....                  |
| 31. Teacher workshops   | 31. ....                  |
| 32. Parent meetings   | 32. ....                  |
| 33. Referral to evening centers   | 33. ....                  |

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no case	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

## In-School Staff Questionnaire 4.

Please mark responses according to code on facing page:

	<u>Coded Response</u>
25.-40. (cont'd.)	
34. Referral to other agencies	34. ....
35. Case conferences with school staff	35. ....
36. Improve classroom climate	36. ....
37. Consult with classroom teachers	37. ....
38. Therapy	38. ....
39. Remedial work	39. ....
40. Other please indicate:	40. ....

41. - 47. To what extent did you handle the following kinds of cases (presenting problems)?

41. Learning disabilities	41. ....
42. Behavior problems	42. ....
43. Parent-child relationships	43. ....
44. Emotional disorders	44. ....
45. Peer relationships	45. ....
46. Educational or vocational problems	46. ....
47. Other please indicate:	47. ....

48. - 54. To what extent were you able to perform the following professional services related to your own discipline?

48. Intake interviewing	48. ....
49. Paper and pencil testing	49. ....
50. Individual testing	50. ....

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no case	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent



## In-School Staff Questionnaire 5.

Please mark responses according to code on facing page:

	<u>Coded Response</u>
48.-54. (cont'd.)	
51. Home visits	51. ....
52. Parent interviews	52. ....
53. Case conference	53. ....
54. Therapy sessions	54. ....
55. How would you rate the qualifications of the in-school-project staff members as a group?	55. ....
56. How would you rate the cooperation of the in-school-project staff members?	56. ....
57. - 58. To what extent were you able to cooperate with the evening center	
57. coordinator?	57. ....
58. staff members?	58. ....
59. To what extent was supervisory consultation available on a regular basis?	59. ....
60. How useful to you was the supervision that was available?	60. ....
61. To what extent did the in-school program meet the needs of the children referred?	61. ....
62. To what extent were you able to follow up cases that you referred or treated?	62. ....
63. - 65. How would you rate the reaction to the services you offered of the	
63. children?	63. ....
64. parents?	64. ....
65. participating teachers?	65. ....
66. To what extent were you able to perceive any changes in the students you worked with?	66. ....

## In-School Staff Questionnaire 6.

Please mark responses according to code on facing page:

- |  | <u>Coded<br/>Response</u> |
|--|---------------------------|
| 67. - 73. To what extent did an observable change take place among children in   |                           |
| 67. relationships with peers?  | 67. ....                  |
| 68. relationships with teachers?   | 68. ....                  |
| 69. personal appearance?   | 69. ....                  |
| 70. school behavior or attitude?   | 70. ....                  |
| 71. academic grades?   | 71. ....                  |
| 72. standardized test scores?  | 72. ....                  |
| 73. occupational or educational aspirations?   | 73. ....                  |
| 74. To what extent were your activities contributory to improving the mental health climate of your schools?                 | 74. ....                  |
| 75. To what extent were you able to influence the attitudes of the staffs of the schools toward children?                    | 75. ....                  |
| 76. To what extent do you feel you made a contribution toward improving the teachers' attitudes toward children?             | 76. ....                  |
| 77. To what extent do you feel you were able to enhance the teachers' understanding of guidance services?                    | 77. ....                  |
| 78. To what extent do you feel you were able to increase the teachers' acceptance of guidance services?                      | 78. ....                  |
| 79. To what extent were you able to improve the teachers' recognition of the more important presenting problems of children? | 79. ....                  |
| 80. How would you evaluate the overall project?  | 80. ....                  |
| 81. Were you able to make the contribution that you anticipated?   | 81. ....                  |

In-School Staff Questionnaire 7.

82. What has been the greatest hindrance, in your opinion, to the successful operation of the project?

83. What recommendations do you suggest to improve the operation of the project?

84. What is your recommendation regarding continuation of the project? (Please check one)

Continue as is . . . . .

Continue with modifications . . . . .

Discontinue . . . . .

Please state the major reasons for your recommendation:

THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

CENTER FOR URBAN EDUCATION  
33 West 42nd St.  
New York, N.Y. 10036

Evaluation Committee for Clinical and Guidance Services

Title I Projects 18A and 18B

QUESTIONNAIRE FOR NON-PUBLIC SCHOOL PRINCIPALS

Name ..... School .....

Title ..... Affiliated Center .....

Directions:

- a. For each question on the following pages, select your response from one of the coded lists of response options shown below. Mark the code number corresponding to your choice on the line to the right of each question.

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

- b. For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.

## Principals' Questionnaire 2.

Please mark responses according to code on facing page:

	I Evening Guidance Program	II In-School Guidance Program
1. To what extent are you aware of the objectives of these programs as stated in the project proposals?	1. ....	.....
2. To what extent did you understand the aims and procedures of these programs?	2. ....	.....
3. To what extent were you oriented to the specific <u>role</u> that <u>you</u> were expected to perform in these programs?	3. ....	.....
4. To what extent were the assigned personnel familiar with the socio-cultural background of your student population?	4. ....	.....
5. To what extent have you had personal contact with professional staff members of each of the programs?	5. ....	.....
6. How would you rate the communication between the program staff and member of your school staff?	6. ....	.....
7. To what extent were the services offered by these programs planned in cooperation with your school?	7. ....	.....
8. To what extent did you experience difficulty in working with the programs and their staffs?	8. ....	.....
9. To what extent did your school make use of the services provided by these programs?	9. ....	.....
10. To what extent were the physical facilities provided conducive to a good working environment?	10. ....	.....
11. To what extent were the necessary supplies and equipment available for personnel involved in the program?	11. ....	.....
12. To what extent does the Center's location facilitate contact with your pupils?	12. ....	...0..
13. - 18. To what extent were the hours of operation of the evening center conducive to effective contacts by center personnel with:		
13. children?	13. ....	...0..
14. parents?	14. ....	...0..
15. yourself?	15. ....	...0..
16. your staff?	16. ....	...0..

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.



Principal's Questionnaire		3.
		II
Please mark responses according to code on facing page:		In-School Guidance Program
		<u>Program</u>
13.-18. (cont'd.)		
17. outside agencies?	17. ....	...0..
18. in-school programs?	18. ....	...0..
19. - 24. To what extent did the time schedule of your in-school assigned personnel allow them to make effective contacts with:		
19. children?	19. ...0..	.....
20. parents?	20. ...0..	.....
21. yourself?	21. ...0..	.....
22. your staff?	22. ...0..	.....
23. center staff?	23. ...0..	.....
24. outside agencies?	24. ...0..	.....
25. To what extent were referral forms adequate for proper handling of cases?	25. ....	.....
26. How would you rate the cooperation of the various program staff members?	26. ....	.....
27. - 41. To what extent did the programs provide the following services?		
27. Diagnosing problems of children	27. ....	.....
28. Consultation with parents	28. ....	.....
29. Educational and vocational guidance	29. ....	.....
30. Counseling with children	30. ....	.....
31. Group counseling	31. ....	.....
32. Group guidance	32. ....	.....
33. Teacher workshops	33. ....	.....
34. Parent meetings	34. ....	.....
35. Referral to other agencies	35. ....	.....
36. Case conferences with school staff	36. ....	.....
37. Improvement of classroom climate	37. ....	.....
38. Consultation with classroom teachers	38. ....	.....

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.

## Principal's Questionnaire

4.

Please mark responses according to code  
on facing page:

I  
Evening  
Guidance  
Program

II  
In-School  
Guidance  
Program

27.-41 (cont'd.)

39. Therapy	39. ....	.....
40. Remedial work	40. ....	.....
41. Other please indicate:	41. ....	.....

42. - 48. To what extent did the programs handle  
the following kinds of cases (presenting problems)?

42. Learning disabilities	42. ....	.....
43. Behavior problems	43. ....	.....
44. Parent-child relationships	44. ....	.....
45. Emotional disorders	45. ....	.....
46. Peer relationships	46. ....	.....
47. Educational or vocational problems	47. ....	.....
48. Other please indicate:	48. ....	.....

49. To what extent did the programs meet the needs of the children referred by your school?	49. ....	.....
50. What was the reaction of the children to the services offered?	50. ....	.....
51. What was the reaction of the parents to the services offered?	51. ....	.....
52. What was the reaction of your staff to the services offered?	52. ....	.....
53. To what extent were you able to perceive any changes in students referred to either program?	53. ....	.....

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.

## Principal's Questionnaire

5.

Please mark responses according to code  
on facing page:

I  
Evening  
Guidance  
Program

II  
In-School  
Guidance  
Program

54. - 60. As a result of these programs, to what  
extent did observable changes take place  
among children in:

- |   |          |       |
|---|----------|-------|
| 54. relationships with peers?   | 54. .... | ..... |
| 55. relationships with teachers?  | 55. .... | ..... |
| 56. personal appearance?  | 56. .... | ..... |
| 57. school behavior or attitude?  | 57. .... | ..... |
| 58. academic grades?  | 58. .... | ..... |
| 59. standardized test scores?   | 59. .... | ..... |
| 60. occupational or educational<br>aspirations?   | 60. .... | ..... |
| 61. To what extent did the activities in these<br>programs contribute to improving the mental<br>health climate of your school?                 | 61. .... | ..... |
| 62. To what extent did these programs make a con-<br>tribution toward improving your staff's<br>(teachers') attitudes toward children?          | 62. .... | ..... |
| 63. To what extent did these programs enhance your<br>staff's (teachers') understanding of guidance<br>services?                                | 63. .... | ..... |
| 64. To what extent did these programs improve your<br>staff's (teachers') acceptance of guidance<br>services?                                   | 64. .... | ..... |
| 65. To what extent did these programs improve your<br>staff's (teachers') recognition of the more<br>important presenting problems of children? | 65. .... | ..... |
| 66. What is your evaluation of the project?   | 66. .... | ..... |
| 67. To what extent did the programs make the con-<br>tribution that you anticipated?  | 67. .... | ..... |
| 68. What have been the greatest problems, in your<br>opinion, in the implementation of these projects?  |          |       |

69. What recommendations do you suggest to improve the operation of these projects?

70. What is your recommendation regarding continuation of these projects? (Please check one in each column.)

	<u>Evening Centers</u>	<u>In-School Program</u>
Continue as is	.....	.....
Continue with modifications	.....	.....
Discontinue	.....	.....

Please state the major reasons for your recommendations.

THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

B31

CENTER FOR URBAN EDUCATION  
33 West 42nd Street  
New York, New York

To: Supervisors of Projects 18A & 18B

From: Evaluating Committee, Clinical and Guidance Services to Non-Public  
Schools

The evaluating committee had hoped that the flexible use of the questionnaire for Evening Center Personnel by the Supervisors would enable the committee to obtain necessary information and at the same time minimize the amount of work entailed in completion of forms.

However, many supervisors have indicated that the use of the aforementioned form is inadequate for a valid evaluation of the centers or in-school programs they supervised.

A new form has been constructed, therefore, and a sufficient number is being sent to you to enable you to complete a form for each of the centers and/or in-school programs you supervised.

Since there must be conformity in the form used by supervisors, will you please complete these forms even though you have already returned a form.

Please return the forms as soon as possible to:

The Center for Urban Education  
33 West 42nd Street  
New York, N.Y.

Projects 18A & 18B



CENTER FOR URBAN EDUCATION  
33 West 42nd St.  
New York, N.Y. 10036

Evaluation Committee for Clinical and Guidance Services

Title I Projects 18A & 18B

QUESTIONNAIRE FOR SUPERVISORY PERSONNEL

Name.....Center/School.....

Discipline.....Employment Dates: From.....To.....

Regular Position Title.....School Level.....

Directions:

For each question on the following pages, select your response from one of the coded lists of response options shown below. Mark the code number corresponding to your choice on the line to the right of each question. Questions on the last pages require brief opinion responses. These responses will be accorded particular attention by the committee.

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable	cannot respond	insufficient knowledge	etc	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

Please mark responses according to code on facing page:

1. To what extent are you aware of the objectives of this program as stated in the project proposal? 1. ....
2. To what extent were you oriented to the specific role that you were expected to perform? 2. ....
3. To what extent were you familiar with the socio-cultural background of the student population your staff was expected to serve? 3. ....
- 4-5. To what extent did the staffs of your participating schools understand the aims and procedures
  4. of the Center? 4. ....
  5. of the In-School project? 5. ....
- 6-9. To what extent have you had personal contact with staff members of the:
  6. participating public schools? 6. ....
  7. participating non-public schools? 7. ....
  8. in-school project? 8. ....
  9. evening centers? 9. ....
- 10-12. How would you rate the communication between center staff and the staff members of the:
  10. participating public schools? 10. ....
  11. participating non-public schools? 11. ....
  12. in-school project? 12. ....
- 13-16. To what extent were the services that you offered planned in cooperation with the staff members of the:
  13. participating public schools? 13. ....
  14. participating non-public schools? 14. ....
  15. in-school project? 15. ....
  16. center? 16. ....

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

Please mark responses according to code on facing page:

17-20. To what extent did you experience difficulty in working with staff members of the:

- |                                       |          |
|---------------------------------------|----------|
| 17. participating public schools?     | 17. .... |
| 18. participating non-public schools? | 18. .... |
| 19. in-school project?                | 19. .... |
| 20. center?                           | 20.....  |

21. To what extent did the public schools make use of Center services provided?	21. ....
---	----------

22. To what extent did the non-public schools make use of the services provided?	22. ....
--	----------

23-37. To what extent did the personnel you supervised perform the following services:

- |   |            |
|---|------------|
| 23. Diagnosing problems of children     | 23. ....   |
| 24. Consultation with parents           | 24. ....   |
| 25. Educational and vocational guidance | 25. ....   |
| 26. Counseling with children            | 26. ....   |
| 27. Group counseling                    | 27. ....   |
| 28. Group guidance                      | 28. ....   |
| 29. Teacher workshops                   | 29. ....   |
| 30. Parent meetings                     | 30. ....   |
| 31. Referral to other agencies          | 31. ....   |
| 32. Case conferences with school staff  | 32. ....   |
| 33. Improve classroom climate           | 33. ....   |
| 34. Consult with classroom teachers     | 34. ....   |
| 35. Therapy                             | 35.....    |
| 36. Remedial work                       | 36. . .... |
| 37. Other: please indicate              | 37. ....   |

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

Please mark responses according to code on facing page:

- 38-44. To what extent did the personnel you supervised handle the following kinds of cases (presenting problems):
- |  |             |
|--|-------------|
| 38. Learning disabilities              | 38. ....    |
| 39. Behaviour problems                 | 39. ....    |
| 40. Parent-child relationships         | 40. ....    |
| 41. Emotional disorders                | 41. ....    |
| 42. Peer relationships                 | 42. ....    |
| 43. Educational or vocational problems | 43. ....    |
| 44. Other: please indicate             | 44. .. .... |
45. To what extent were the physical facilities conducive to a good working environment? 45. ....
46. To what extent were the necessary supplies and equipment available for use? 46. ....
47. To what extent does the Center's location facilitate contact with the prospective clients? 47. ....
- 48-52. To what extent were your daily hours of work conducive to effective contacts with the:
- |   |          |
|---|----------|
| 48. center staff                          | 48. .... |
| 49. in-school project                     | 49. .... |
| 50. participating public school staff     | 50. .... |
| 51. participating non-public school staff | 51. .... |
| 52. outside agencies                      | 52. .... |
- 53-56. To what extent did your weekly time schedule allow you to make effective contacts with the:
- |  |          |
|--|----------|
| 53. center staff                           | 53. .... |
| 54. in-school project staf                 | 54. .... |
| 55. participating public school staff      | 55. .... |
| 56. participating non-public school staffs | 56. .... |



<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

Please mark responses according to code on facing page:

- |        |  |          |
|--------|--|----------|
| 57.    | To what extent were the referral forms adequate for proper handling of the cases?            | 57. .... |
| 58.    | How would you rate the qualifications of the center staff members as a group?                | 58. .... |
| 59.    | How would you rate the cooperation of the center staff members as a group?                   | 59. .... |
| 60.    | How would you rate the qualifications of the in-school project staff?                        | 60. .... |
| 61.    | How would you rate the cooperation of the in-school project staff?                           | 61. .... |
| 62.    | To what extent was your supervisory consultation available on a regular basis to your staff? | 62. .... |
| 63-66. | To what extent did <u>you</u> perform the following supervisory services:                    |          |
| 63.    | supervision of professional work with clientele?   | 63. .... |
| 64.    | supervision of administrative procedures?  | 64. .... |
| 65.    | consultation on inter disciplinary relationships?  | 65. .... |
| 66.    | Other: please indicate   | 66. .... |
| 67.    | To what extent do you feel the Center met the needs of children referred?                    | 67. .... |
| 68.    | To what extent was your staff able to follow up cases that were referred or treated?         | 68. .... |
| 69.    | How did the teachers of referred children react to the services offered?                     | 69. .... |
| 70-73. | To what extent did the psychiatrist contribute to the:                                       |          |
| 70.    | center staff   | 70. .... |
| 71.    | children   | 71. .... |
| 72.    | parents  | 72. .... |
| 73.    | supervisors  | 73. .... |

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

Please mark responses according to code on facing page:

- 74-75. How would you evaluate the over-all services rendered by the:

74. center

74. ....

75. in-school project

75. ....

76. How would you define the role of the supervisor in projects of this nature?

77. To what extent were you able to fulfill the role you defined?

78. What were the greatest strengths, in your opinion, of the project?

79. What have been the greatest problems, in your opinion, of the project?

80. What recommendations do you suggest to improve the operation of the project?

81. What is your recommendation regarding continuation of the Evening Centers? (Please check one)

Continue as is

\_\_\_\_\_

Continue with modifications

\_\_\_\_\_

Discontinue

\_\_\_\_\_

Please state the major reasons for your recommendations concerning Evening Centers:

82. What is your recommendation regarding continuation of the In-school Project? (Please check one)

Continue as is

.....

Continue with modifications

.....

Discontinue

\_\_\_\_\_

Please state the major reasons for your recommendation concerning the In-school Project?



## APPENDIX C

### Staff List

Dr. Dorothy Davis Sebald, Evaluation Chairman  
Professor and Coordinator, Area of Special Services  
Teacher Education Program  
Hunter College of the University of New York

Dr. Robert E. Doyle  
Associate Professor and Chairman, Department of Counseling Education  
St. John's University

Dr. Gordon Fifer  
Professor, Psychological Research and Evaluation  
Assistant Director, Undergraduate Teacher Education Program  
Hunter College of the University of New York

Dr. Bernard Katz  
Associate Professor, Guidance and School Counseling  
School of Education  
New York University

Dr. Bertram Kirsch  
Clinical Psychologist  
Former Director of Psychological Services for the Evaluation and  
Counseling Program for Retarded Children  
Connecticut Health Department

Dr. John D. Van Buren  
Assistant Professor, Department of Counselor Education  
Hofstra University











EVALUATION OF NEW YORK CITY TITLE I  
EDUCATIONAL PROJECTS 1966-67

EVENING GUIDANCE CENTERS FOR DISADVANTAGED  
PUPILS OF PUBLIC AND NONPUBLIC SCHOOLS

By Dorothy Davis Sebald

September 1967

**The Center For Urban Education**  
33 West 42nd St., New York, N.Y. 10036



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33 West 42nd Street  
New York, New York 10036

EVENING GUIDANCE CENTERS FOR DISADVANTAGED  
PUPILS OF PUBLIC AND NONPUBLIC SCHOOLS

Dorothy Davis Sebald

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation  
Joseph Krevisky, Assistant Director  
George Weinberg, Title I Coordinator

September 1967





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## I DESCRIPTION OF PROJECT\*

Under Title I of the Elementary and Secondary School Act of 1965, the Board of Education of the City of New York was empowered to provide an integrated program of clinical and guidance services for pupils in public and nonpublic schools in disadvantaged areas. The program was designed to offer professional clinical and guidance services similar to those offered to public school pupils in disadvantaged areas in New York City, with policies, practices, and procedures in accordance with those detailed in the manuals and other published statements of two bureaus of the Board of Education: the Bureau of Child Guidance, and the Bureau of Educational and Vocational Guidance.

The public and nonpublic schools selected for inclusion in this project, entitled ESEA Title I, Evening Guidance Centers for Disadvantaged Pupils of Public and Nonpublic Schools, are in attendance areas with a high concentration of low income families and enroll many disadvantaged children who require special educational services.

The broad objectives of the project were to provide clinical and guidance services to disadvantaged children in centers where such services could be provided by professionally trained personnel and to have classes conducted by personnel skilled in teacher training and knowledgeable in the areas of psychology, social work, psychiatry, and guidance. These sessions were planned to develop and foster the understanding of good mental health practices by teachers in the nonpublic schools.

The center operations were designed to meet the needs of pupils in disadvantaged areas and emphasized educational achievement, motivation, personal adjustment to family and community, development of the concept of self-worth,

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\*This section is an abridged version of the Project Proposal prepared by the Board of Education of the City of New York.

and wholesome mental health. Clinical and guidance services were provided by three types of activity:

1. Teacher training courses offered in centrally-located public school buildings by personnel from the Bureau of Child Guidance and the Bureau of Educational and Vocational Guidance for staff members of participating nonpublic schools.
2. Clinical and guidance centers established in the designated public schools to provide clinical and counseling services.
3. Orientation for both the staffs of the nonpublic schools and the professional personnel of the centers, designed to acquaint them with the program and the needs of the population to be served.

Each evening center, operating from 6 P.M. to 9 P.M. for three evenings a week, was to have been staffed with two guidance counselors, one school social worker, one part-time psychiatrist, one school secretary, and one school aide. One of the professional members of the clinical and guidance staff was designated as center coordinator. Field supervision was provided by 13 supervisors of school social workers, 13 supervisors of school psychologists, nine supervisors of guidance counselors, and one school secretary. Personnel provided for the central administration of the program were one project guidance coordinator, one project clinical coordinator, two stenographers, one typist, and one senior clerk.

Teacher training sessions were conducted at centers in the five boroughs. Eight instructors from the Bureau of Child Guidance and eight instructors from the Bureau of Educational and Vocational Guidance were designated to conduct a total of 400 sessions of three hours each. A supervisor from each bureau was charged with orienting the instructors and coordinating the program. Seventy-five hours of secretarial help were provided for the teacher training program.

The proposal indicated that emphasis would be placed on improved communication to center staffs and to public and nonpublic schools concerning the

objectives and goals of the project; improved orientation to foster closer articulation between centers and public and nonpublic school staffs; provision for inter-visitation among staffs, case conferences, and group meetings involving members of both groups. Records and reports were included as an essential procedural function of the project, and were to follow established forms. Each member of the professional clinical and guidance team maintained a daily log of his activities which served as a summary of the activities of the center. In addition, records of questionnaires and interviews with pupils, teachers, administrators, supervisors, parents, and others were maintained. The facilities used by the center were those available in the public schools for their ongoing guidance activities.

An evaluation was included as an integral part of the project. The Center for Urban Education, an established educational research agency, was designated for this function. Final plans for this evaluation were submitted to State and Federal authorities to become a part of the proposal. As guides for the evaluation of this project, the proposal suggested the following activities: 1. observation of facilities and equipment provided, the professional climate of the center, the interaction of staff members, the type and extent of record keeping and the overall operation of the center; and 2. gathering of information by interviews and questionnaires.

The evaluating team, experienced in clinical and guidance procedures and in the supervisory aspects of these disciplines, was charged with observing the functioning of this project with a view toward providing a judgment of its effectiveness.

## II EVALUATION DESIGN

The Center for Urban Education appointed a committee charged with the responsibility of observing, describing, reporting, and evaluating the clinical and guidance services provided for disadvantaged pupils in public and non-public schools in New York City. The committee consisted of persons professionally trained in educational or clinical psychology, experienced in research, and presently or formerly engaged in supervisory or administrative capacities. All have had close contact with clinical counseling agencies and have been engaged in higher education of guidance counselors and/or psychologists.

The evaluation design, submitted to the Center for Urban Education for information and approval, was presented at a joint meeting of the committee and representatives of the Center for Urban Education, the Board of Education, and the Bureaus of Child Guidance and of Educational and Vocational Guidance.

### I. Objectives

- A. To ascertain whether the actual implementation of the project fulfilled the objectives of the project proposal as listed below.

#### Objectives of the Evening Guidance Centers:

1. To improve verbal and nonverbal functioning
2. To improve the children's self-image
3. To reduce disciplinary problems
4. To improve the children's emotional and social stability
5. To improve the children's educational functioning and contribute to their academic advancement
6. To develop and foster the understanding of good mental health practices by teachers in nonpublic schools
7. To promote children's adjustment to family and community.

- B. To ascertain whether the operation of the centers was in accordance with the procedures outlined in the project proposal.
- C. To ascertain the degree to which the services provided by the centers matched the expectations of the principals of the participating schools in meeting the needs of their pupils.
- D. To ascertain the extent to which the teacher training program met the objectives outlined in the project proposal for this aspect of the project.
- E. To evaluate the degree of understanding and cooperation between center staffs and staffs of the participating schools.
- F. To discover strengths and weaknesses of the program.
- G. To report objectively the findings obtained through observation, interview, survey, and study.
- H. To suggest and recommend possible changes in implementation of the project with the view of emphasizing strengths and correcting weaknesses.

## II. Methodology

- A. Evaluation Instruments. The committee employed certain evaluative devices on a sampling basis, and some on the entire population participating in the project.
  - 1. The instruments planned to be sent to all participants included:
    - a. a questionnaire developed to obtain scaled reactions to all aspects of the project with separate forms designed specifically for
      - 1. center coordinators
      - 2. center staff members
      - 3. principals of participating schools
      - 4. teachers in participating schools
      - 5. project supervisors
    - b. a questionnaire designed to obtain scaled reactions to the teacher training program. (N.B. Responses from the questionnaire designed by the director of the teacher training program for use in evaluating the program were analyzed by the committee for its report, thus sparing the teachers duplication of effort.)
    - c. scales to be completed during a class session of the teacher training program; the same scales to be administered to comparable samples of teachers in public and nonpublic schools who did not participate in the program. (This scale was not developed.)



2. Instruments to be used on a sampling basis included:

- a. a school observation schedule designed to aid in evaluation of the educational and social climate of a school
- b. interview guides designed for
  1. center coordinators
  2. center staff members
  3. principals
  4. teachers
  5. parents
  6. children

B. Observations. A randomly selected sample of evening centers were visited to observe the facilities and equipment provided, the professional climate, the interaction of staff members, the type of pupil served, the type and extent of record keeping, and the overall operation of the center.

The participating schools that referred children to these centers were visited, both while the schools were in operation and after school hours. Although these visits to the participating schools were for the primary purpose of interviewing principals and school staff members, there was opportunity for observing the facilities and equipment, the type of children attending the school, differences in religious and/or cultural mores, and the educational and social climate.

C. Interviews

1. Principals and teachers of selected participating schools were interviewed.
  - a. to gain information concerning their expectations of the needs of pupils in their schools, and their experience with and knowledge of the clinical and guidance services available
  - b. to ascertain the perceived effect of the project upon clinical and guidance services provided to children in their schools
  - c. to ascertain the degree of awareness of the parents and of the local community concerning the services available
  - d. to ascertain the effects anticipated and received on both pupils and teaching staffs through participation in the project.

2. The professional staff members of sampled centers were interviewed to obtain their perceptions of the structure, organization, and operation of the center to which they were assigned; their evaluation of the contribution made by the center to the emotional, social, and educational adjustment of the pupils served; their evaluation of the contribution of the center to the participating schools, and the center's involvement with and contribution to the parents of the pupils from participating schools.
- D. Supplemental Data. Provided in large measure by the Project Directors, and directors of the Bureau of Educational and Vocational Guidance and the Bureau of Child Guidance.
1. Number and location of proposed and actual centers, with reasons for difference in number
  2. Number and locations of proposed and actual participating schools, with reasons for difference in number
  3. Staffing of each center
  4. Number of children receiving service with the following information for each:
    - a. source of referral
    - b. presenting problem
    - c. service rendered
    - d. socioeconomic status
    - e. disposition of case
  5. Number and type of parent contacts made
  6. Number of contacts between staffs of centers and participating schools
  7. Description of the various services provided at each center
  8. Number and location of teacher training centers.

### III DESCRIPTION OF INSTRUMENTS USED

The evaluation committee designed five instruments to be used in the collection of data:

1. Observation Guide for Evening Centers
2. Interviewing Guide for Use with Nonpublic School Administrators
3. Questionnaire for Evening Center Personnel
4. Questionnaire for Nonpublic School Principals
5. Questionnaire for Supervisory Personnel

Copies of these instruments appear in Appendix B of this report.

As a means of observing evening centers in operation and interviewing evening center personnel, the committee visited a random sample of approximately 13 per cent of the centers which operated as part of this project. The first two instruments listed above were designed to assist the committee members on these field visits and to provide a uniform way of collecting data.

The Observation Guide for Evening Centers was designed to assist the field visitor in reporting his observations of the working environment for the project personnel; the facilities and equipment provided; the services offered and activities engaged in by staff members; the interaction of staff members; the type of pupil referred to the center; the professional climate of the center; the type and extent of record keeping; and the overall operation of the center. During these field visits the evaluation committee interviewed project personnel assigned to the centers. In addition to items in the Observation Guide for Evening Centers the committee sought to discover the staffs' perceptions of the project.

In addition to center visits the committee visited a random sample of approximately 20 per cent of the participating schools. The committee members observed the type of pupil attending the school; the religious and/or cultural mores of the schools and its population; and the overall school atmosphere. During these field visits the committee interviewed the principals and several of the teachers from the participating schools. The Interview Guide for Use with Nonpublic School Administrators was used as a guide for these interviews. The interviews were designed to assist the interviewer in reporting on the principals' and classroom teachers' perceptions of the structure, organization, and operation of the evening center project; the clinical and guidance needs of the pupils in the participating schools; and the contributions made by the project toward meeting those needs.

QUESTIONNAIRE SURVEY

As another part of the evaluation process the committee sent questionnaires to the principals of the participating schools; to the professional staff members employed in the evening center project; and to all supervisory and consulting personnel. Copies of these questionnaires appear in Appendix B.

The questionnaires were designed to discover the perceptions of the evening center program which were held by the principals, professional staff members, supervisors, and consultants. Specifically the evaluation committee was interested in their perceptions of articulation and communication between the evening center and participating school; the working environments and facilities; services offered and accepted; presenting problems of pupils which led to referral; cooperation of staff and the availability of supervision; and the results of the program and contributions it made to the pupils.

The questionnaires were designed in parallel format providing opportunity for comparison of the perceptions of different disciplines on identical items. Items were weighted to give opportunity for indicating degrees of agreement or disagreement, thus producing more precise data. The questionnaire was distributed for the committee by the Center for Urban Education, using lists provided by project personnel representing the Board of Education. Each professional evening center staff member, supervisor, and participating school principal was sent a questionnaire with a stamped envelope addressed to the Center for Urban Education. Tables 1 and 2 are a summary of the returns received by the committee.

TABLE 1  
PRINCIPALS' RESPONSE

Number of Participating Principals	Number of Returned Questionnaires	Percentage of Response
184	114	62

TABLE 2  
PROFESSIONAL STAFF MEMBERS' RESPONSE

Evening Center Staff Member	Number in Program	Number of Responses	Percentage Response
Guidance Counselors	252	130	53
Social Workers	145	41	28
Psychologists	92	22	24
Psychiatrists	12	5	36
Supervisors (G.C.)	25	14	56
Supervisors (S.W.)	10	7	70
Supervisors (Psych.)	5	3	60
TOTAL	541	222	41

One hundred and fourteen of the nonpublic school principals responded to the questionnaire. This return represented 62 per cent of the nonpublic schools that were eligible to participate in this project.

Two hundred and twenty-two of the professional staff involved in the evening centers responded to the questionnaire. This return represented 60 per cent of the supervisory personnel, 53 per cent of the counselors, 36 per cent of the psychiatrists, 28 per cent of the social workers, and 24 per cent of the psychologists involved in the program. It should be noted that not all of the 541 professional staff members surveyed were in the program at any one time. Several were no longer involved in the project when the questionnaire survey was made.

The responses of staff members and principals to each questionnaire items are shown as weighted averages in the tables in Appendix A of this report.

In responding to the questionnaire, each respondent was given five possible response options. They were as follows:

Code

0	not applicable	cannot respond	insufficient knowledge	etc.
1	not at all	in no cases	never very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely poorly done	fair
3	to some extent	in several cases	often done well	good
4	to a great extent	in many cases	very often done very well	excellent

Some of the questions required a qualitative response (good, fair, excellent), while others required a quantitative one (never, in several cases, etc.). The response "0" was used for "insufficient knowledge," "not applicable," or "cannot respond" type of replies.

The weighted average for each questionnaire item was computed for each discipline, thus indicating the differences among the perceptions of coordinators,



counselors, social workers, psychologists, supervisory personnel, and principals on these items. The range of weighted averages was between 1.0 and 4.0. The weighted average also indicates the perceptions held by each of the disciplines on the degree in which each activity was engaged, or the success or lack of success of the activity.

Further knowledge of the perceptions of the project staff and the participating school principals was obtained from the open-ended questions at the end of each questionnaire. These responses are reported in an appropriate section of the committee's findings (IV).

#### IV FINDINGS

##### A. Implementation

##### General Considerations

The implementation of this project was facilitated by experience gained during the spring of 1966, when a pilot project of the same general design was in operation for a three-month period. During operation of the pilot project knowledge had been gained of organization, staffing, working environments, interaction of staff and nonpublic school personnel, routines and procedures, and services most significant and valuable to pupils, and this knowledge was used to ease the implementation of the 1966-67 project.

The present project was designed to provide an integrated program of clinical and guidance services in an evening program for 134,501 pupils attending 137 public schools and 95,165 pupils attending nonpublic schools. These services were to be held on the premises of 137 public schools from 6 P.M. to 9 P.M. three nights a week. The centers were to function on a casework basis, serving individual pupils referred to the center because of special problems. The present project differed from the pilot project principally

in the inclusion of disadvantaged children from public schools in which evening centers were located -- an innovation which proved to be of demonstrable value in activating participation of parents of public school pupils.

Although the basic considerations determining the effectiveness of the operation of the evening centers have been detailed in the final report of the 1966 project operation, some are still of sufficient significance and importance to the present project to be repeated here. The first of these considerations was the degree of acceptance which could be expected from the nonpublic schools of the clinical and guidance services offered at the centers. Most of the nonpublic schools were parochial schools of various religious denominations. There was concern among some of the denominations that pupil participation in the services offered in public school buildings by public school staffs might serve to attenuate the cultural and religious teachings of the denominational schools, and that parents of the pupils might be reluctant, or refuse, to avail themselves of the services.

Some of the leaders of the various denominations indicated that center staffs, although possessing the professional skills of their disciplines, might have incomplete knowledge and understanding of the religious and cultural backgrounds of the children from these schools and, therefore, be unable to help them maximally. The location of centers, to be discussed more fully later, also was of basic importance to the effective use of the center. Pupils from some of the nonpublic schools live in "contained" communities, and a public school even as close as two city blocks is a long distance away culturally. Others attended a school in one disadvantaged area but lived in another disadvantaged area at considerable distance. Both parent and child found traveling from home to evening center to be arduous in such circumstances.



Another basic consideration, actually arising tangentially from the success of the pilot project, was the question of the type of service to be offered by the center. As the value of the centers' services to individual children filtered back to the nonpublic schools, parents became more willing to allow their children to be referred. These referrals, however, were limited sometimes, and the children referred for a particular service "only." Thus arises the policy question concerning who is to determine the kind and scope of service given a pupil -- the professional staff, working within the framework of the policies formulated by the Board of Education through its bureaus, or the nonpublic school administrators working within the framework of cultural and religious philosophies.

This project was designed to provide psychological, psychiatric, social work, and guidance services to 95,165 children attending nonpublic schools and to pupils from the 137 public schools in which centers were located. Of the 137 proposed centers, 125, or 91 per cent, were in operation at the close of the school year. The closing of 12 centers was caused by lack of utilization of the centers.

In addition to the clinical and guidance services offered at the centers, a teacher training program for teachers of the nonpublic schools was conducted by specialists from the two bureaus. This aspect of the evening center program is described and evaluated later in this section.

Mrs. Marion Fullen, representing the Bureau of Educational and Vocational Guidance, and Dr. Richard Johnson, representing the Bureau of Child Guidance, were responsible, as co-directors, for organizing the centers and implementing the services to be offered. Their professional competence, educational and psychological sophistication, skill in interpersonal relationships, and dedicated

leadership made it possible for the professional staffs to function effectively and to provide the services which led to the success of the project.

The project, as designed, presupposed the willingness and ability of two educational entities -- the public and nonpublic schools -- to work together cooperatively toward the common goal of providing clinical and guidance services in a nonpublic school setting. The pilot project had proved that when problems were explored mutually with a minimum of resentment or rancor, and with open-mindedness, it was possible for them to be resolved to a degree where working relationships were maintained and where implementation of the program could go forward. Therefore, when problems of articulation, communication, scheduling, housing, staffing, or services occurred, a precedent for their resolution had been established, and problems were fewer, less serious, and more easily solved.

Concepts of the value of types and scope of helping services may differ if opposing or antithetical philosophies are held by leaders of the nonpublic schools, parents, members of the communities in which the children live, professional workers, or society-at-large. The question arises, then, as to how growth, development, adjustment, and learning of pupils can be evaluated and by whom such an evaluation should be made. The relative values of clinical and guidance services for children from differing environments cannot be computed statistically, nor even in terms of specific "change." Often what appears to the professional worker to be increased adjustment and growth of a pupil may be viewed by a parent or school administrator as deepened maladjustment. Conversely, what appears to parent or school administrator to be increased adjustment to home or school may be viewed with alarm by the professional worker.

The value of the services to the pupil then must be considered in various ways: his functioning in home, school, and community; his increased self-esteem; increased learning ability; increased knowledge of the worlds of education and work; and increased ability to relate effectively to his peers and to the adults in his life situation. Best able to sense, observe, and gain some measure of these factors are the persons most closely involved with the child -- parents, teachers, school administrators and professional workers. Since no precise, objective measures applicable to these widely differing children could be devised for this study, it was necessary for the evaluation committee to rely on the judgments of these persons as to whether changes in a positive direction (as they viewed it) actually had occurred in individual children or groups of children.

Disadvantaged urban children vary as widely as do all urban children -- in patterns of culture, intelligence, sophistication, personality traits, religion, language, health, life style, parental attitudes, level of aspiration, academic achievement, motivation, home training, and self-control. The degree to which any program can be implemented to effect measureable positive change in more than 200,000 children in such intangible areas as mental health, self-image, school attitudes, and emotional and social stability is questionable.

The committee found, however, that participating school staffs and professional workers alike were keenly sensitive to the need to accommodate to differences, strove to understand more fully the philosophy and life goals of the children and parents who participated in the program, and exerted great effort in attempting to meet the objectives of the program as they understood them. There seemed to be agreement among participants that maximal latitude within bureau policy should be given to administrators of nonpublic schools and to parents in ways in which they could best use the services provided

by the evening centers. A question should be raised here of the need for extended discussion between the leaders of the nonpublic schools and the designers of future projects to ensure that program goals and objectives are specific and are attainable within the outline of the project; and to ensure that allowances for differences in attitudes toward the type and use of services are incorporated in the projects during the planning stages. Possible variations of implementation of the program should be investigated.

#### STAFFING PATTERNS

The project proposal was designed to provide clinical and guidance services to more than 200,000 children from nonpublic and public schools. In order to provide these services the proposal called for a total of 584 counselors, psychologists, social workers, and supervisors. In actual practice, 529, or 90 per cent, of these positions were filled. The most severe shortage was in the area of school psychology, where only 67 per cent of the positions were filled.

Each center offering these services was designed to be staffed with two guidance counselors, one school social worker, one school psychologist, one part-time school psychiatrist, one school secretary, and one school aide. One of the professional members of the staff was designated as center coordinator. Field supervision for these staffs was to include 13 supervisors of school psychologists, and nine supervisors of guidance counselors. The evening center proposal also called for these 584 persons to work 51,200 three-hour sessions. In actual practice, 34,854, or 68 per cent, of the three-hour sessions were held. The severe shortage of psychologists is evident again; only 41 per cent of the anticipated sessions were held.

The proposal provided that each of the 137 evening centers be in operation three evenings each week. It was found that some centers were not used to capacity; therefore, these centers were either closed or the number of evenings of service was reduced. Of the 137 proposed centers, 125, or 91 per cent, were in operation at the close of the school year. Of the centers remaining, the majority were in operation three evenings a week, others operated two evenings a week, and a few were in operation only one evening a week.

Understaffing of the evening centers, in terms of the project proposal, was caused by a number of factors. It is difficult to recruit social workers and psychologists for projects of this kind because of the very real shortage which exists in these professional fields and because many social workers and psychologists engage in private practice and find this more rewarding financially than participating in projects. In addition, many professional workers do not wish to engage in activities that follow a full day of work. Finally, since these positions are part-time, there is difficulty in recruitment.

Recruitment for this project was accomplished by word-of-mouth, by notices placed in bureau publications, by notices sent to professional organizations, by notices sent to schools, and by personal contact. Many positions were filled while the project was in operation; some evening centers were staffed when other centers were closed or reduced their evenings of operation.

The project proposal called for professional workers trained and qualified to perform the services for which they were employed. All satisfied the licensing requirements of regularly employed workers involved in the implementation of the project. The following Tables 3 and 4 show the proposed and actual number of professional workers with the proposed and actual number of sessions for each discipline.

TABLE 3

IMPLEMENTATION OF STAFFING PATTERNS FOR EVENING CENTERS - PERSONNEL

<u>Position</u>	<u>N Personnel Proposed</u>	<u>N Personnel Employed</u>	<u>Percentage of Personnel Employed</u>
Guidance Counselors	276	252	91
Social Workers	138	145	105
Psychologists	138	92	67
Supervisors (G.C.)	8	25	312
Supervisors (S.W.)	12	10	83
Supervisors (Psych.)	12	5	42
Psychiatrists	-- <sup>a</sup>	12 <sup>b</sup>	--
TOTAL	<u>584</u>	<u>529</u>	<u>91</u>

<sup>a</sup>Not stated

<sup>b</sup>Not used in totals.



TABLE 4

IMPLEMENTATION OF STAFFING PATTERNS FOR EVENING CENTERS - THREE-HOUR SESSIONS

<u>Position</u>	<u>N Sessions Proposed</u>	<u>N Sessions Held</u>	<u>Percentage of Sessions Held</u>
Guidance Counselors	24,000	20,590	86
Social Workers	12,000	8,467	71
Psychologists	12,000	4,932	41
Supervisors (G.C.)	800	} 865	27
Supervisors (S.W.)	1,200		
Supervisors (Psych.)	1,200		
Psychiatrists	7,400 (hours) <sup>a</sup>	3,459 (hours) <sup>a</sup>	47
TOTAL	51,200	34,854	68

<sup>a</sup> Not used in totals.

One of the difficulties encountered by the Bureau of Child Guidance in recruiting staff for the evening centers was the policy which required that no psychologist may be employed for evening center service who is not licensed by the Board of Examiners. This precluded use of some psychologists who were trained and qualified but who had not been licensed for employment, and seriously limited the number of possible staff members.

An aide was assigned to each evening center, originally in terms of a guard, later in terms of a nonprofessional worker. In many instances, the aides performed valuable service as interpreters, receptionists, or general helpers. When the aide was a member of the community his value was increased both for providing information for the professional staff and for acting as a

liaison person between parent and staff. The committee strongly recommends the use of such aides in future projects, with provision for their orientation to the aims of the project and the functions to be performed.

The center secretaries were an integral part of the evening center staff. Their services in making appointments, helping to maintain records and prepare reports, maintaining files, acting as receptionists, performing clerical duties, and acting as liaison between center staff members often made a smoothly operating center. When the secretary of the center was also the secretary of the school in which the center was located, the operation of the center was enhanced.

The location of the center often influenced the staffing of the center. Usually it was easier to recruit and keep staff in a center located on a busy well-lighted street close to public transportation than in an isolated, dimly lit location at some distance from public transportation.

Despite the experience gained in the pilot project in the spring of 1966, there was still confusion among staff concerning role definition. The specific duties of each discipline, recognized and maintained in an agency setting, often became overlapping in an evening center setting and sometimes resulted in poor staff relationships. These problems could usually be resolved either through discussion or by transfer of a staff member to another center. Usually such misunderstandings of role and function were settled amicably. Generally the professional staff members respected the competence of their co-workers and performed their duties cooperatively.

In a few instances some staff members denied the others access to confidential records and reports concerning pupils, but these instances were not usual. One of the stated values held by the evening center staff was the opportunity to work as members of a team, and transient problems of



interpersonal and professional relationships were taken in stride.

Orientation of staff both as to the duties to be performed and as to the community in which they were working is of the utmost importance to the success of the project. Staff selection, where practical in light of recruitment problems, should be made with greatest care, and an attempt made to place in a center staff members who can speak the language or languages of the community or of the parents of the pupils.

Training programs are recommended for staff members assigned to work with nonpublic school pupils and their parents. These are particularly necessary for staff members employed where the cultural, mores, and language of referred pupils and parents differ markedly from the general society of the city. Such training programs might be in terms first of the acquisition of knowledge and understanding of specific cultures and religious philosophies, and the general problems of nonpublic schools, and secondly, of providing instruction in the languages commonly used by the parents and pupils referred to the centers. Such training recommendations presuppose the continuation of the evening center program over a period of years as well as stability of staff employment.

One staff member in each center was assigned the responsibility for coordinating the work of the center. Considerable confusion in the role and function of the coordinator was still in evidence, although many centers had resolved this problem through discussion and common agreement. The role of the coordinator as an administrative one seemed to be the most acceptable to all staff members and most effective in providing appropriate service to pupils. In the few instances observed when the coordinator attempted to assume the role of director or supervisor the effectiveness of the center decreased.

The committee agreed that coordination of staff functions is necessary and that "split" responsibility of staff members should be avoided. This resulted when each member of the staff functioned individually and made no attempt at team functioning. In such instances there was little pooling of information concerning the pupil, treatment was in terms of one discipline only, and service to the pupil was limited.

The role of the coordinator should be defined clearly by the project planners and his functions delineated for all staff members. In many instances the actual role of the coordinator was that of "facilitator" or "contact man" and lessened the contribution which he could make in terms of professional service. The committee recommends that the role of the coordinator should be administrative and clearly separated from professional supervision.

Counselors in the centers were more easily recruited because relatively few engage in private practice and so are available for part-time positions. However, they often are less "usable" in an evening center than in the public schools to which they are assigned, particularly when the evening center assumes the pattern of a mental health clinic. Lack of opportunity to consult with teachers of the pupils and with school administrators reduces the possibility of carrying on their duties as they would in the public schools.

Those who were creative and ingenious devised effective ways of modifying the situation and the procedures of carrying on guidance activities despite the lack of a total school setting; others, less creative, tried to perform their duties in the same manner and to the same extent as in their regular assignment and found the attempts difficult and frustrating. Consideration should be given to pooling new procedures and new techniques for evening center operation and disseminating this information to all center staffs.

The concept of a student personnel approach to evening center operation, as presently being studied and promulgated by the New York State Education Department, should be explored as a possible model. Experiments with different staffing patterns should also be investigated. Various combinations of staff should be tried; different concepts of service be explored and tried under close supervision, scrutiny, and evaluation; and different locations and hours tried to establish staff contribution and efficiency.

Some consideration should be given to the use as interns of doctoral students from appropriate departments in universities. The use of such students would serve to relieve the pressures of understaffing, provide additional service to pupils, and create a resource pool of persons experienced in working in a professional capacity with disadvantaged children.

The supervisors of evening center staffs were persons well qualified for their duties and experienced in supervision either in a school or agency setting. The committee perceived the functioning of the supervisors as appropriate and competent. However, more supervision for clinical staff members was needed, and more delineation of the role, function, and responsibilities of each discipline could have been provided by the supervisors. There seemed to be a need for more center-wide operational supervision of each discipline with provision made for such an activity. Supervisors of the regional supervisors were especially competent professionally and could have provided this service if time and opportunity had been available.

The responses of the evening center staff members and the supervisors working in the evening program to those questionnaire items dealing with staff are reported as weighted averages in Table 4 of Appendix A.

The coordinators of the evening centers and the guidance counselors indicated that the cooperation among the staff and the qualifications of the

staff members were both excellent. The social workers, psychologists, and supervisory personnel all felt that the qualifications of the staff were good and that there was good cooperation among them.

The majority of the professional personnel indicated very positive feelings about staff relationships. The isolated problems of personality conflicts that arose were reported to have been resolved by mature, professional handling by supervisory staff or evening center staff, and in the few cases where resolution of differences could not be accomplished, by transfer of workers to other centers. One of the strongest assests of the evening centers, and one that resulted in the most service to pupils, was the opportunity for staff members to work as a professional members of a team with (as stated by one staff member) "minimal bureaucratic red tape."

#### ARTICULATION AND COMMUNICATION

The designers of the evening center project recognized the need for increased communication between all personnel participating in the program, and the articulation of the evening program with participating day schools, and provisions were made for improved implementation of this aspect of the program. In actual implementation, however, communication and articulation proved to be slow, labored, and difficult to achieve. Some of the reasons for this have been outlined in the section on general considerations of the implementation of the project; others will be discussed here.

The communication between staff members of the evening center was perceived by the center staff members as relatively good. The evaluating committee in their field visits found that communication among staff members varied widely, principally in terms of the individual member's knowledge and understanding of the disciplines.

The actual work of the guidance counselor was often unknown to or imperfectly understood by clinical staff members; in clinically oriented centers this caused some concern as to the function of the counselor in the total program. In centers which were principally guidance oriented, the clinical services were supportive and the staff worked as a pupil personnel team. Communication between participating day school staff and evening center staff was difficult to effect because of differences in working hours and because channels of communication had not been provided. When staff members of centers and those of participating schools initiated and implemented communication channels on an individual basis, communication was excellent and feedin and feedback of information was maximal.

Articulation of the evening centers with the closely related inschool program was in the exploratory stages during the year and because of communication problems seemed to the committee to be one of the weakest areas in implementation of the program. Articulation, or its lack, took many forms. One of these involved the screening of pupils after referral to the evening center. The professional staffs of the nonpublic schools, equally as well trained professionally as their counterparts in the evening centers, felt that their own screening of children should be sufficient for referral acceptance without further screening by evening center staff. However, staffs of some evening centers felt that only children screened at the individual centers were eligible for diagnosis and/or treatment. Some evening centers were willing to honor the screening done by the inschool staff and in turn made arrangements with outside agencies to have their own further referrals so honored by these agencies.

Nonetheless, screening procedures were often repeated twice, which raises



issues of duplication of effort, unwarranted and unnecessary use of time which could be used for other children, and professional ethics. During interviews the evening center staffs reported that information from participating schools was inadequate and felt that some provision should be made to have evening center staffs, inschool staffs, and participating school administrators meet together to discuss referral procedures.

Referrals from participating public schools posed no problems. Communication by telephone could be made during school hours concerning public school children, records were uniform and readily available, current information could be fed to the evening center staff without difficulty, and reporting of treatment, diagnosis, and disposition of cases could be made easily by the center staff. Feedback of information from evening center to inschool staff proved to be as cumbersome as referral from inschool to center. The evening center staffs reported difficulty in making contacts with inschool staffs during the evening. There was no opportunity for evening center staffs to visit the participating schools nor to have any except infrequent discussions with teachers.

Evening center staff members reported that lack of uniformity of records from participating schools made referral communication difficult and that lack of reporting forms made reporting difficult as well. Bureau of Child Guidance personnel had less difficulty with referrals and reporting than guidance counselors since Bureau of Child Guidance forms and records are uniform. Feedback from members of this bureau was sometimes scarce because of unwillingness of staff members to share confidential material.

In general the staff members felt that progress toward effective communication and articulation was being made. It was recommended that the evening

center staff be allotted time to visit participating schools during school hours, to visit classrooms, to consult with and report to participating school staff, and to observe pupils in their school environments. Planning sessions early in September on an area-wide basis involving evening center staffs and participating school staffs were seen as one means of improving communication and articulation.

The responses of evening center staff members, supervisory personnel, and principals to items on the questionnaire dealing with articulation and communication are reported as weighted averages in Table 1 of Appendix A. These responses differed in some instances from those collected by committee members during field visits.

Principals of participating schools, staff members of the evening centers, and supervisory personnel all indicated that they believed themselves to be aware of the objectives of the program and also that the personnel assigned to evening centers were familiar with the sociocultural background of the student population. Principals, supervisors of psychologists, supervisors of counselors, and coordinators all reported that they were well oriented to the roles that they were expected to perform in this program. Supervisors of social workers, counselors, and psychologists indicated that their orientation was good. Social workers, however, believed that their orientation to this project was only fair.

Principals of the participating schools thought that they understood the aims and procedures of the evening center project fairly well. Supervisors of social workers, coordinators, and counselors believed that the participating school administrators' understanding of the program was moderate, while supervisors of psychologists perceived that the participating school administrators' understanding was fairly limited.

Administrators reported that they had very good contact with staff members of the evening center. Project personnel did not have this perception, with the exception of coordinators who reported that they had good contact with staff members of the participating nonpublic schools. Counselors also felt that this contact was good, but supervisory personnel, social workers, and psychologists indicated that contact with nonpublic school staff members was only fair.

In terms of personal contact between evening center staff members and members of the inschool project, there were again different perceptions. Supervisors of social workers reported that this contact was good. Supervisors of counselors, supervisors of psychologists, and counselors reported contact as being fairly good, while coordinators, social workers, and psychologists felt that there was only fair contact with inschool project personnel.

A similar pattern was observed in terms of communication. Principals and coordinators felt that communication between center staff and staff members of participating nonpublic schools was rather good. The other evening center staff members tended to believe that communication was only good. Evening center staff members rated communication between center staff and staff members of participating public schools between fair and good.

Evening center staff members tended to rate communication between themselves and inschool project personnel quite differently. Supervisors of counselors, supervisors of social workers, counselors, and psychologists felt that there was good communication. However, coordinators and social workers reported that communication was only fair.

Coordinators of the evening centers indicated that the services they offered were planned frequently in cooperation with staff members of participating nonpublic schools. Other staff members reported that the amount of



planning with participating nonpublic school personnel was far less extensive. Administrators of the participating nonpublic schools also reported that the services offered were frequently planned in cooperation with staff members from their schools.

In cooperation with inschool project personnel the planning of services to be offered was indicated by counselors and psychologists to be frequent, whereas supervisors of counselors felt that such combined planning efforts resulted more often. However, all other evening center staff members reported that their services rarely were planned in cooperation with members of the inschool project.

All staff members from the evening centers and supervisors of the various disciplines reported that the evening center services rarely were planned in cooperation with staff members of the participating public school. Coordinators of the centers, social workers, and supervisors of counselors indicated that they had very little difficulty in working with staff members of the participating nonpublic and public schools or inschool project personnel. Supervisors of psychologists, supervisors of social workers, and guidance counselors reported otherwise. Evening center personnel in the latter three categories reported that they had some difficulty in working effectively with staff members from participating schools and with the inschool project personnel.

All personnel connected with the evening center project, except social workers and psychologists, reported on the questionnaire that the referral forms used by participating schools were very good, despite their indication to the contrary during interviews. Social workers and psychologists gave a rating of "fair" to referral forms.

WORKING ENVIRONMENT AND FACILITIES

The project design proposed the use of 137 public schools to provide evening guidance centers for disadvantaged children from public and nonpublic schools. On 1 October 1966, the 137 centers opened, many with partial staff. On 1 April 1967, 125 centers were in operation with 18 cut down in time because of under-utilization, and 12 closed for the same reason.

The centers were housed in public schools in disadvantaged areas and located centrally for the schools they served. Efforts were made to have the schools in well lighted areas and close to public transportation. The centers generally used the quarters assigned to guidance personnel in the schools and usually were adequately appointed.

Desks, filing cabinets, and other equipment specified by the project proposal had not been received at the close of the program; however, center personnel utilized facilities provided for the use of the school counselor, social worker, or psychologist; file cabinets were shared; and expendable materials were supplied to the workers.

The location of centers has been a matter of concern to the bureaus involved, to administrators of nonpublic schools, to religious leaders, and to staff members. Under-utilization of centers sometimes is related directly to center location in terms of public school housing, inaccessibility to children and parents, safety, and convenience. Some schools in a community are known as undesirable, and parents will neither allow their children to go to the school for appointments nor go to the school themselves.

Some centers were located in public schools where streets were dimly lighted and few people were on the streets. Particularly in the winter months these streets were dangerous and parents would not keep appointments. When

a center location was planned to provide for convenience, safety, and accessibility, the center was almost always well utilized. There are possibilities of minor shifts in location; sometimes a relocation only a few blocks away from the present centers would provide better lighted access and bus routes close to the center.

There seems to be a strange, indefinable aversion to some public schools by parents and children. When centers are located in these schools attendance is minimal. If the center is moved attendance at the center is improved. Relocation of centers which are not utilized should be accomplished area by area, with the cooperation of nonpublic schools. Often nonpublic schools can indicate which locations would be utilized by parents and children.

The hours of operation of the centers have received criticism as well as praise. The hours of 6 to 9 P.M. were selected to provide a time when children could be seen without disrupting after-school recreation; when parents had returned home from work and could be interviewed; when professional workers were available on a part-time basis; and when the hours did not interfere with the children's supper hour. In actual practice this time was not necessarily good. Children who attended a nonpublic school in one area of the city often lived in a far distant area. Often the young child could not come to this area alone after dark, and appointments were not kept. Often the parent, too, refused to travel from his home to a distant part of the city.

Many persons interviewed indicated that the evening center hours were too rigid for effective communication with participating schools. Evening center personnel felt the need for some allotted time during the school day for contacting principals and teachers of participating schools and for contacting outside referral agencies. One of the great assets of the evening

center program was that it provided a time when working parents could be interviewed. This was a departure from public school operation and was applauded by professional personnel and parents. It should be possible for the location of centers to be varied in order to discover which factors make one center over-utilized and another one under-utilized.

The same supplies and equipment were ordered for all centers. However, all centers did not desire or use certain equipment while needing different equipment badly. There should be the opportunity to be more selective in ordering supplies to meet the needs of specific schools.

Psychologists' testing kits were received just prior to the close of the centers, necessitating the carrying of heavy equipment by the individual psychologists for most of the year. Materials desired by social workers were not ordered. Some supplies like paper clips, rubber bands, and pencils were in good supply; others like interest inventories, non-psychological tests, and career information were not available.

Principals, the evening center personnel, and the supervisory personnel responded to items dealing with working environments and physical facilities; these responses are reported as weighted averages in Table 2 of Appendix A.

The principals and the evening center personnel believed that the physical facilities provided in the project were conducive to good working environments. The supervisory personnel, on the other hand, tended to rate the working environment as only fairly good.

The principals and most project personnel indicated that the necessary supplies and equipment were available; however, there was a difference of opinion among the psychologists and the supervisors of psychologists. The psychologists indicated that they had ample supplies while their supervisors indicated that only a fair amount was available.

Both principals and project personnel indicated that the location of the centers facilitated contact with pupils. The staff personnel tended to rate this item of greater importance than the supervisors; the supervisors in turn tended to rate this item of greater importance than the principals.

The evening center staff members, the principals, and most supervisory personnel indicated that the evening hours of operation appeared to be conducive for effective contacts with parents and children. The supervisors of psychologists reported that they believed that only fairly effective contact was possible with the children, while they thought that this time was very effective for contact with parents.

On their questionnaire responses the project personnel reported that their daily time schedule was poor for effective contact with public school staff and fair for contact with nonpublic school staff. The supervisory personnel, on the other hand, indicated that their daily time schedule was fair for contacting public school staff members and fairly good for contacting nonpublic school personnel. The principals thought that the evening hours of operation were fairly conducive to effective contacts between center personnel and the nonpublic school staffs. Both the center staff members and the supervisory personnel reported that their daily time schedule was rather ineffective for contact with outside agencies.

On the questionnaire item dealing with weekly time schedules, i.e., the number of evenings per week the center was in operation, a similar pattern appeared. The evening center personnel indicated that their weekly schedule was effective for contacts with children and parents, only fairly effective for contact with nonpublic school staff, and rather ineffective for contact with public school staff. Supervisory personnel had some differences of opinion.

The guidance supervisors thought that their weekly schedule was effective for contact with children and parents. The supervisors of social workers and psychologists reported that their weekly schedule was only fair for contact with children and parents. They further indicated that their schedule was fair for contacting public school and nonpublic school personnel.

The nights chosen for operation received comment from some project personnel. Thursday evenings, as indicated by some persons of Jewish background during interviews, were inconvenient since preparations for the beginning of the Jewish sabbath were observed. Whether attendance of Jewish parents and children on that evening was actually less than other evenings is not known. The important factor is the concern of project planners to meet the needs of all groups.

#### SERVICES

The central concern of any project designed to provide services to disadvantaged children is the type and scope of the services, the degree of acceptance of the services, and the benefit derived by the pupils from the services. The general considerations of the services offered in this program have been outlined. Here the actual services will be discussed.

The evening clinical and guidance center program was designed to complement the inschool program by providing an agency for referral and more intensive treatment of pupils with problems. Referrals were received primarily from participating public and nonpublic schools; however, in some centers the parents referred themselves and their children. The most frequent reasons cited for referral were disruptive behavior, requests for help in educational planning, and problems of underachievement and learning disabilities.

The evening centers had 6,923 pupils referred for treatment. The nonpublic



schools referred 5,250 children and the public schools referred 1,673 children. The center staff actually saw 5,754 pupils in 32,611 interviews for an average of approximately six interviews per client. The center staff also had 24,924 interviews with 8,894 parents or parent surrogates for an average of approximately three interviews each. In addition to working directly with children and their parents, the evening center personnel held a considerable number of conferences with principals of participating schools.

The responses of evening center and supervisory personnel and principals to each item of the questionnaire dealing with perceptions of the services are shown as weighted averages in Table 3 of Appendix A.

Evening center personnel, supervisors of psychologists, and principals indicated that the evening centers provided the diagnosis of the problem of children and consultation with parents. Supervisors of social workers reported that diagnosing problems of children was a service performed frequently but that consultation with parents was very rarely performed. Supervisors of counselors felt that these two services were performed only in a few cases.

Coordinators, guidance counselors, and principals indicated that educational and vocational guidance and counseling with children were two services provided quite frequently in the evening center. Social workers and psychologists felt that these services were provided only in some cases.

Supervisors of psychologists indicated that educational and vocational guidance was done very frequently and counseling with children was done frequently. Supervisors of counselors reported that educational and vocational guidance was done frequently and that counseling with children was done rarely. Evening center personnel, principals, and supervisors of counselors indicated that the two services, consultation with classroom teachers and referrals to

other agencies, were performed to a limited extent. Supervisors of psychologists believed that these two services were performed frequently, whereas supervisors of social workers reported that these were done to a limited extent.

Coordinators, guidance counselors, and supervisors of counselors all reported that parent meetings, remedial work, improvement of classroom climate, and therapy were services that were performed in only a few cases. Social workers, psychologists, supervisors of psychologists, and supervisors of social workers reported that therapy was performed often. Social workers, psychologists, supervisors of social workers, and supervisors of psychologists felt that parent meetings, remedial work, and improvement of classroom climate were three services that were performed in a small number of cases.

All evening center personnel reported that group counseling, group guidance, and teacher workshops were services that were provided on a very small scale, while supervisory personnel believed that these services were provided more frequently.

All personnel reported that behaviorial problems and emotional disorders were the types of cases handled most frequently in the centers. Coordinators, counselors, psychologists, supervisors of counselors, and supervisors of psychologists all felt that learning disability cases were handled frequently, while social workers, supervisors of social workers, and principals felt that problems of this type were handled to some extent.

Supervisors of social workers and supervisors of psychologists believed that the problems dealing with peer relationships were handled to a great extent. Coordinators, counselors, and principals felt that problems of this nature were dealt with less frequently. Social workers, psychologists, and supervisors of counselors felt that this type of problem was handled in only a few cases.



Coordinators, counselors, and supervisors of psychologists indicated that students with educational and vocational problems were handled in some cases. Social workers, psychologists, and principals felt that these problems were handled only to a limited extent.

All evening center project personnel reported that parent interviews and case conferences were held frequently. Coordinators, counselors, and social workers indicated that intake interviewing was performed frequently. Psychologists reported that they conducted intake interviewing only in some cases.

Social workers and psychologists reported that they conducted therapy sessions often. Coordinators and counselors, on the other hand, indicated that they conducted therapy sessions very rarely.

Coordinators, counselors, and psychologists indicated that they administered paper and pencil testing in rare cases. Social workers felt that they performed this service very infrequently. Psychologists stated that they administered individual testing rather frequently. Coordinators and counselors performed this service very rarely, while social workers claimed that they never gave individual tests.

All evening center project personnel reported that they very rarely, if ever, conducted home visits. All evening center project personnel indicated that they were able to follow up cases that they referred or treated to some extent.

#### B. Teacher Training Program

One of the three types of activity specified in the project proposal was a teacher training program designed "to develop and foster the understanding of good mental health practices by the teachers in the nonpublic schools."\* The teacher training course consisted of two series of eight sessions each.

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\*Project proposal.

The first eight sessions were conducted by guidance specialists from the Bureau of Educational and Vocational Guidance under the leadership of Miss Frances E. Nederburg; the second series of eight sessions was conducted by specialists in social work and school psychology under the leadership of Dr. Paul Zwischka. Classes met in central locations in four of the five boroughs of New York City.

The first series, devoted to concepts and practices of guidance in schools, began on 14 February 1967 and ended on 11 April 1967. The second series, devoted to clinical concepts and practices, began on 18 April 1967 and ended 14 June 1967. A total of 239 nonpublic school teachers and principals registered for the teacher training course, and of this number 214 attended one or more sessions. Of the 25 teachers who failed to appear, eight were from one non-public school.\*

Reasons given by participants for discontinuance or nonattendance were, in order of frequency: attendance at other classes, repetition of subject matter previously studied, the hours of class meetings, lack of college credit, lack of payment for class attendance (in 1966 teachers were given a stipend for class attendance), other duties, and illness. Of the 214 teachers who attended the first session of the first series, 130 attended the last session -- an attrition of 84 teachers. Class attendance was on a voluntary basis and during the first series ranged from 86 per cent to 46 per cent. Class size, ranging from 15 to 36, seemed to have little or no relation to attendance or to the degree of satisfaction expressed regarding the value of class sessions.

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\*Data in this section were provided by Miss Frances E. Nederburg and Mrs. Marion Fullen.

The curriculum and course outlines were planned and organized prior to the beginning of the sessions and focused on general concepts of guidance, counseling, and mental health. Topics to be presented during the sessions with suggestions for implementation were provided to each instructor. Each instructor was experienced in teacher training, and methods and techniques of instruction differed in terms of individual skills, experience, professional background, and interests.

Films, film strips, and other visual aids were made available for class use; free instructional materials were provided for participants; bibliographies were prepared centrally and distributed; books, which later became the nucleus of a permanent resource library, were distributed to each training center for use by participants during the training sessions.

Evaluations of the value of the training sessions to the participants were made anonymously by them at the close of each series. Evaluations ranged from superficial ratings, such as "the instructor was a kind person," to deeply thoughtful responses that gave indication of positive change of attitude toward children and deeper understanding and insight into mental health approaches to classroom teaching. The great majority of participants rated the course highly satisfactory but did not hesitate to indicate ways in which the course could be improved or changed.

Not all recommendations for change or improvement made by the participants were in terms of substantive content of curriculum or content presentation, but reflected individual levels of understanding and needs. The hours at which classes met were criticized, and both earlier and later hours were recommended. Class attendance for some of the participants meant foregoing the evening meal. For others it meant travel from a disadvantaged area to a residence in another part of the city and travel again to the disadvantaged area.

Many of the participants noted the disparity of knowledge, training, skill, and interests of the participants and suggested that classes be organized according to educational background, experience, and interest in particular grade or age levels.

A number of participants recommended that courses be sponsored by a university and college credit be given. Some suggested that a certificate of attendance should be awarded; still others recommended that a stipend be paid for attendance. Almost all participants indicated a need for further help in "solving" classroom problems and for specific techniques for use with "acting out" children, at the same time indicating the recognition that specific answers could not be given.

A curious pattern of perception emerged in recommendations given by some participants. All teachers in the classes work in areas designated as "disadvantaged," but apparently some do not think of the children whom they teach as "disadvantaged children." A number suggested that the instructors plan class trips to "disadvantaged areas" or to "ghettos" to give teachers an opportunity to see where disadvantaged children live. A few suggested that films be shown portraying "disadvantaged children." One class member asked for ways by which a disadvantaged child could be identified!

This pattern raises the following questions: 1. If the teacher works in a disadvantaged area and does not recognize children as disadvantaged, is she treating the children as though they were middle class? 2. Are their perceptions real and are they working with children who are middle class even though they attend school in a disadvantaged area? 3. As a result of the teacher training program are they becoming increasingly aware of a need for more understanding of, and further insights concerning, the children

and their way of life?

Interviews with principals of nonpublic schools elicited examples of change in the attitudes of teachers attending the course with corresponding changes in teachers' classroom behavior. From interviews with teachers, instructors, and principals of nonpublic schools as well as from the evaluations of participants, it is evident that the teacher training course had real and demonstrable value in promoting a mental health approach to teaching; in developing a deeper understanding of the disadvantaged child; in developing skills for freeing children to learn; in providing opportunities for the acquisition of clinical and guidance techniques for classroom use; and in learning to relate sociological concepts and methods to classroom living.

The committee recommends that the teacher training program be retained as an integral part of the clinical and guidance services offered to nonpublic schools. However, in order to strengthen its impact and outcomes, and thus provide maximal benefit to children in nonpublic schools through increased knowledge and preparation of their teachers, possible modification of existing course content and instructional practices should be considered to encourage further innovative methods of subject matter presentation. On the basis of interview and analysis of participants' evaluations, the committee suggests re-examination of the following aspects of the program:

Location of classes. There were indications that class attendance and holding power might be improved if classes were located "on site" in participating nonpublic schools as well as in public schools. Offering classes in both settings might provide information concerning both attendance and effectiveness of learning in familiar versus unfamiliar surroundings. Adequate space and comfort for the participants should be a primary concern.

Level of course. Experimentation with the academic level of courses is suggested, with consideration given to the academic preparation of the participants, prior courses, and experience. The possibility of courses as a continuation of the courses already completed in the program should be given consideration. It is suggested that some experimentation be attempted in offering courses for the study of disadvantaged adolescents and for the study of disadvantaged elementary school children, with the goal of refining and sharpening the mental health approaches that the teacher might use specifically with these differing age levels. Such experimentation should be planned rigorously, it would lend itself to pre - and post-evaluation of the effect of the teacher training program on the participants in relation to the original aims and purposes of the program.

Time. It is suggested that consideration be given to the hours at which classes are held to provide maximum convenience for nonpublic school personnel. Representatives of nonpublic school administrators should be able to suggest appropriate and convenient class times.

Instructors. Almost all participants commented on the knowledgeability and preparation of the instructors, with special mention made of the vitality, enthusiasm, and flexibility of certain instructors. The ability to make subject matter stimulating and meaningful was appreciated. Consideration should be given, however, to providing instructors with knowledge of the methods, procedures, and unique problems of nonpublic schools; the ability to relate mental health concepts to the nonpublic school setting; and skills in the psychosocial implications for the teacher working in disadvantaged areas.

#### C. Program Contributions

On the basis of the number of referrals received by the evening clinical and guidance centers, it is quite obvious that the center project was not widely



utilized by the participating schools. This impression also manifested itself upon the members of the evaluating committee when they made their field visits.

The utilization of the centers, however, varied quite considerably. Some centers were quite busy and were indeed providing excellent services to the disadvantaged children within the neighborhood. Other centers were quite inactive and consequently could provide only minimal service to the children.

There were various reasons for this under-utilization. First, many participating schools did not know how to use the evening centers. They thought that the inschool worker would be able to provide all the clinical and guidance services needed by the children of their schools. Second, the shortage of psychologists prevented many schools from making referrals when they realized that no diagnostic testing would be available. Third, many parents were reluctant to go to some centers for a variety of reasons. Fourth, there was concern among some principals and parents that pupil participation in the services might attenuate the cultural and religious teachings of the school. Fifth, from observations and interviews there appeared to be little personal contact and little feedback from the centers to the participating schools. Hence the principals often were unaware of what was occurring in the evening program and consequently made little use of it.

The responses to the questionnaire items concerned with the program contributions and results are shown as weighted averages in Table 5 of Appendix A.

The principals, supervisory personnel, and the evening center staff members all reported that the reactions of the children, the parents, and the teachers were quite positive. Both the principals and the supervisors of counselors believed that the program made a very good contribution in enhancing the classroom teacher's acceptance and understanding of guidance and in improving the teacher's recognition of the presenting problem. The



coordinators indicated that the program made a good contribution in these areas. Supervisors of social workers, supervisors of psychologists, counselors, social workers, and psychologists felt that the program made a fairly good contribution in this regard.

A similar pattern emerged on the questionnaire item dealing with improvement of the classroom teacher's attitude. Principals, guidance supervisors, and center coordinators all felt that the program made a good contribution in this area, while the other project personnel thought that the program made a more modest contribution toward improving the classroom teacher's attitude toward the children.

The evening center personnel reported that the evening program made a fairly good contribution toward improving the mental health climate of the participating schools. The principals and supervisory personnel, however, felt that this contribution was more modest.

On the questionnaire items concerned with the extent of observable changes noticeable among children, the project personnel and the principals of the participating schools felt that some modest changes could be seen. The project personnel and the principals indicated that in some cases observable changes took place in relationships with peers, relationships with teachers, personal appearance, school behavior or attitude, and academic grades. The coordinators, counselors, and supervisors of counselors all indicated that in some cases observable changes could be noticed in educational and occupational aspirations. All project personnel felt that rather limited changes could be observed in terms of standardized test results.

Both supervisory personnel and center staff members reported that the nonpublic schools made use of the services that they provided. The staff further indicated that the public schools also made some use of the services

provided in the evening centers. However, they appeared to use the services less frequently.

Principals and supervisors reported that the evening center program made some contributions toward meeting the needs of the children referred. Staff members also felt that their program made a limited contribution in this area.

Supervisory personnel and most of the evening center staff felt that to some extent, they, were able to make the contribution which they had anticipated in this program. Social workers, on the other hand, reported that their contribution was more modest than they had anticipated.

The evening center personnel gave a rather good rating to the project. Supervisory personnel gave a more modest rating, and the principals indicated that the program was very good. All disciplines reported that they felt the project should be continued.

#### D. Overall Evaluation

The committee on evaluation has found that on the basis of observation, interview, and questionnaire, the project for Evening Guidance Centers for Disadvantaged Public and Nonpublic School Pupils has received overwhelming endorsement of the principals of the participating schools and the professional staff members participating in the project.

The reactions of the evening center personnel and principals are indicated in Tables 5 and 6.

TABLE 5

REACTIONS TO THE EVENING CENTER PROGRAM BY  
CENTER STAFFS, SUPERVISORS, AND CONSULTANTS

Evening Center Staff	Continue As Is	Continue with Modifications	Discontinue	Did not Evaluate	Total
Guidance Counselors <sup>1</sup>	28	95	7	0	130
Social Workers <sup>2</sup>	8	30	2	1	41
Psychologists <sup>3</sup>	2	20	0	0	22
Supervisors <sup>4</sup>	2	18	3	1	24
Psychiatrists	0	5	0	0	5
TOTAL	40	168	12	2	222
Percentage	18	76	5	1	100

<sup>1</sup>Includes 69 counselors who were coordinators.

<sup>2</sup>Includes 4 social workers who were coordinators.

<sup>3</sup>Includes 1 psychologist who was a coordinator.

<sup>4</sup>Includes 14 supervisors of counselors, 7 supervisors of social workers, and 3 supervisors of psychologists.

TABLE 6

REACTIONS TO THE EVENING CENTER PROGRAM  
BY NONPUBLIC SCHOOL PRINCIPALS

Nonpublic Day School Principals	Continue As Is	Continue with Modifications	Discontinue	Did not Evaluate	Total
Catholic	52	37	2	8	99
Jewish	3	1	0	2	6
Protestant	4	1	0	4	9
TOTAL	59	39	2	14	114
Percentage	52	34	2	12	100

Of the 222 professional staff members who completed the questionnaire, 94 per cent felt that the program should be continued. Forty of the respondents felt that the program should continue in its present form; 168 felt that the program should continue with modifications. Less than 5 per cent of the respondents believed that the program should be discontinued, and less than 2 per cent chose not to evaluate the program in these terms.

Principal reasons given for the endorsement of the project were that the program was perceived as a positive attempt to meet the mental health needs of children in disadvantaged areas and that it gave support, information, and aid to parents concerning their children's emotional, social, and educational welfare. The strong endorsement of the project did not prevent the staff and principals from recognizing and reporting weaknesses as well as strengths in the program, and suggesting modifications for future evening center programs.

Of the 114 school principals who returned the questionnaire, 86 per cent felt that the program should be continued. Fifty-nine principals felt that the program should be continued under its present operation; 39 recommended continuation with modifications. Two per cent of the principals felt that the program should be discontinued, and 12 per cent indicated that they could not evaluate the program.

## V SUMMARY AND RECOMMENDATIONS

Under Title I ESEA, clinical and guidance services were provided in 137 evening centers in selected public schools in areas designated as disadvantaged in the five boroughs of New York City. The centers, offering psychiatric, psychological, social work, and guidance services to disadvantaged children

attending public and nonpublic schools, were operated by two bureaus of the Board of Education of the City of New York: the Bureau of Child Guidance, and the Bureau of Educational and Vocational Guidance.

A teacher training program designed to develop and foster good mental health practices in nonpublic schools was held in eight schools by skilled and experienced clinical and guidance personnel as an integral part of the program of clinical and guidance services.

An evaluation of the services was conducted by the Center for Urban Education through the work of a committee of six psychologists and guidance specialists experienced in the problems of the disadvantaged in urban communities. The committee visited at random selected evening centers to observe the kind and extent of services rendered, to confer with staff members, to assay the communication and articulation between centers and participating schools, and to collect data relevant to the effectiveness of the program.

The committee also interviewed principals or administrative heads of participating schools to obtain data concerning their understanding of the goals of the project and their evaluation of the services provided by the evening centers. In addition to sampling by observation and interview, the committee collected extensive data through questionnaires and surveys. Questionnaires were distributed to all members of evening center staffs, the teacher training classes, supervisors, and principals of participating schools.

#### Findings and Recommendations

One hundred and thirty-seven evening centers were established in October 1966, and 125 were in operation in April 1967. Eight per cent, or 12, of the centers were closed because of under-utilization and the working hours of 18 others were reduced for the same reason. The 125 centers serviced 5,754 public and nonpublic school children for a total of 32,611 sessions.

Eight thousand eight hundred and ninety-four (8,894) parents or parent surrogates were interviewed for a total of 24,924 sessions. Interviewing of parents during evening hours and on such a broad scale was one of the unique benefits of the evening center service to children. Pupils from senior high schools were included also among those to whom service was given.

A team of each evening center personnel consisted of a guidance counselor, a social worker, a psychologist, and in some instances, a psychiatrist. One member of the team served as coordinator of the evening center. A total of 125 coordinators, 252 guidance counselors, 92 psychologists, 145 social workers, 40 supervisors, and 12 psychiatrists were employed at the centers. Each center had secretarial help and the services of an aide.

The majority of pupils seen at the centers were referred for "acting out" behavior, diagnosis of causes of educational underachievement, diagnosis of intellectual capacity, emotional problems, or poor parental or peer relationships.

Services rendered to the pupils were diagnosis, individual and group counseling, career and vocational information, educational guidance, parent counseling, teacher training, and teacher consultation. A survey was made of the center personnel and school administrators to ascertain their reactions to the structure, organization, implementation, contributions, and value of the evening center. Seven hundred and fifty questionnaires were distributed and 336 persons responded. Those who responded to the questionnaires were overwhelmingly in favor of continuation of the centers. Ninety-four per cent of the respondents endorsed a continuation of the program either in its present structure or with modifications. They noted the positive impact of the centers on both public and nonpublic school children and cited improvement in



behavior of children, increased adjustment of children in learning situations, attitude changes in parents, ease and speed of processes of referral to outside agencies, and increased understanding of the special needs of disadvantaged children by their teachers.

Evaluation of a project so broad in scope and ambitious in objectives as the one under consideration necessarily was limited. The evaluation committee recognized the difficulty in measuring the project goals of an increase in a pupil's mental health, his self-concept, or his emotional and social stability with sufficient accuracy to support precise interpretation. The committee's task then became that of ascertaining how adults in the child's life perceived his adjustment to his home, his school situation, and his peer relationships and the influences which may be derived therefrom.

Respondents to the questionnaires concerning perceptions of the contributions made by the evening centers reported that there were observable positive changes in pupils as a result of the services offered, recommended the continuation of the centers, and made certain suggestions and recommendations for improvement. The evaluation committee as a result of observation, interview, and analysis of survey data also have prepared comments and recommendations.

The data in the preceding sections support the following recommendations either directly or by inference:

1. Clinical and guidance personnel assigned to evening centers should have specialized training to prepare for this service. Preplanning for this training should be completed well in advance of the opening of the centers, and representatives from participating schools should share actively in staff training. The purpose of this training should be the acquisition of knowledge



of the cultural mores and the religious beliefs of the children with whom they are to work and understanding of the unique needs of each group.

2. Evening centers servicing schools where English is a second language should be staffed, if possible, with professional persons fluent in the language and familiar with the culture of the school community. Where possible, center aides knowledgeable about the community should be employed to act as liaison persons between center and community, and when necessary act as interpreters. The purpose of this recommendation is to increase communication between child and project staff and between parent and project staff.

3. A major problem in providing clinical services in evening centers is staffing; therefore recruitment, particularly of psychologists and social workers, is crucial. Recruitment might be eased by more widespread publicity and increase in compensation commensurate with training and experience.

4. Communication and articulation problems at all levels were noted by the center coordinators as the greatest single problem of the evening centers. It is essential that future evening center programs provide time and opportunity for official communication between evening staffs, participating school staffs, inschool project staffs, and outside agencies.

5. Definition and description of role and function of each member of the clinical and guidance team of the evening center should be provided to the members of the team both in team conference and in writing. Such delineation of role and function will aid in avoiding duplication of service and misunderstanding of workers' functions and responsibilities.

6. Evening centers should report to participating schools on the status of ongoing cases. Interim reports should be submitted regularly and frequently. Conversely, participating schools should provide records of referred children as well as ongoing reports to the evening center.

7. Evening school centers should report to the participating schools, in writing, the attendance and nonattendance of referred children. Cooperation of participating schools should be available to ensure attendance of children and parents.

8. Re-examination of evening center hours should be made to ascertain whether more effective services could be given at other time periods and to ensure maximum utilization of centers.

9. Respondents recommended that the teacher training program be continued, preferably in participating schools, with fewer sessions and with emphasis on practical help to teachers in understanding and handling the classroom behavior of disadvantaged children of specific age and grade levels.

10. An experiment is recommended wherein a clinical and guidance team, having an evening center assignment as a full-time responsibility, uses three working hours in the evening center and the remainder of its working day for liaison with participating schools, conferring with inschool clinical and guidance staff, consulting with teachers, reporting and interpreting to participating school administrators, and referring cases to outside agencies.

The evaluation committee is agreed that the evening guidance centers for disadvantaged pupils have had a positive impact on the lives of the children serviced, on the staffs of the participating schools, and on the parents interviewed. Real problems of policy, implementation structure, and utilization of the centers have arisen and should be resolved through the combined open-minded efforts of nonpublic school leaders and the project planners.

The evaluation committee is agreed that experimentation and innovation should be tried in an attempt to find ways in which to implement the goals and objectives of the project maximally.

The designers of this project, the co-directors, supervisors, the professional staff, the leaders and staff of participating schools, and the users of the services are all to be commended for their cooperation and willingness to work toward the fulfillment of the aims of the project.

## APPENDIX A

### TABLES

- 1 Articulation and Communication as Perceived by Evening Center Staff Members and Principals of Participating Schools
- 2 Working Environments and Facilities as Perceived by Evening Center Staff Members and Principals of Participating Schools
- 3 Services Offered as Perceived by Evening Center Staff Members and Principals of Participating Schools
- 4 Staff as Perceived by Evening Center Staff Members and Principals of Participating Schools
- 5 Program Contributions and Results as Perceived by Evening Center Staff Members and Principals of Participating Schools



TABLE 1 Articulation and Communication as Perceived by Evening Center Staff Members and Principals of Participating Schools

		Weighted Averages							
		Staff				Supervisors			
		Coord.	G.C.	S.W.	Psych.	G.C.	S.W.	Psych.	Prin.
		N=74	N=61	N=36	N=21	N=14	N=6	N=3	N=100
1.	Awareness of Program's Objectives	3.6	3.3	3.1	3.2	3.7	3.7	3.7	3.5
2.	Orientation to Role	3.0	2.7	2.1	2.9	3.1	2.7	3.3	3.0
3.	Participating Schools' Understanding of Aims and Procedures	2.7	2.6	2.4	2.4	2.4	2.5	2.3	3.6
4.	Assigned Personnel's Familiarity with Socio-economic Background of Students	3.7	3.6	3.3	3.3	3.5	3.6	2.7	3.1
5-8	Extent of Personal Contact with Staff Members of:								
5.	Participating Public Schools	2.8	2.4	1.9	2.0	2.6	2.3	1.7	N/A
6.	Participating Non-Public Schools	3.2	2.8	2.4	2.4	2.5	2.3	2.3	N/A
7.	In-School Project	2.4	2.9	2.1	2.5	2.8	3.0	2.0	N/A
8.	Evening Center Project	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3.2

TABLE 1 (Continued) -

9-11 Communication between Center Staff and Staff Members of:

	<u>Coord.</u>	<u>G. C.</u>	<u>S. W.</u>	<u>Psych.</u>	<u>G. C.</u>	<u>S. W.</u>	<u>Psych.</u>	<u>Prin.</u>
9. Participating Public Schools	2.7	2.5	2.4	2.3	2.7	2.2	2.3	N/A
10. Participating Non-Public Schools	3.0	2.7	2.7	2.6	3.1	2.8	2.3	3.1
11. In-School Project	2.4	3.0	2.3	3.0	3.1	3.0	1.5	N/A
12-15 Extent of Planning with Staff Members of:								
12. Participating Public Schools	2.2	2.1	2.0	1.9	2.6	1.7	1.7	N/A
13. Participating Non-Public Schools	3.1	2.8	2.6	2.6	2.6	2.2	2.0	N/A
14. In-School Project	2.1	3.1	2.2	3.2	2.9	2.3	2.0	N/A
15. Evening Center Staff	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3.4
16-19 Extent of Difficulty in Working with Staff Members of:								
16. Participating Public Schools	1.5	2.7	1.5	1.6	1.6	2.5	3.0	N/A
17. Participating Non-Public Schools	1.9	2.8	1.9	1.8	2.0	2.2	3.0	N/A
18. In School Project	1.7	2.0	1.5	2.3	1.7	2.5	3.0	N/A
19. Evening Center Projects	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1.7
20. Adequacy of Referral Forms	3.0	3.3	2.4	2.3	3.2	3.3	3.7	3.3



TABLE 2 Working Environments and Facilities as Perceived by Evening Center Staff Members and Principals of Participating Schools

Weighted Averages									
	Staff				Supervisors				Prin.
	Coord.	G.C.	S.W.	Psych.	G.C.	S.W.	Psych.		
	N=74	N=61	N=36	N=21	N=14	N=6	N=3	N=100	
1. Physical Facilities	3.0	2.9	3.1	2.8	2.7	2.5	3.0	2.9	2.9
2. Supplies and Equipment	2.7	2.9	2.7	3.4	2.8	2.8	2.3	3.0	3.0
3. Location	3.4	3.6	3.5	3.5	2.9	3.2	3.3	3.0	3.0
4-8 Hours of Operations Effective for:									
4. Children	2.9	3.0	3.0	3.1	2.8	2.0	3.0	3.1	3.1
5. Parents	3.3	3.4	3.4	3.4	3.2	3.5	3.0	3.2	3.2
6. Public School Staff	1.5	1.4	1.5	1.6	2.0	2.0	2.0	N/A	N/A
7. Non-public School Staff	2.5	2.5	2.2	2.3	2.7	2.7	2.7	2.9	2.9
8. Outside Agencies	1.5	1.6	1.3	1.4	1.2	1.5	2.0	2.5	2.5
9-12 Weekly Time Schedule Effective for Contacts with:									
9. Children	3.1	3.1	3.1	3.2	3.5	2.0	2.3	N/A	N/A
10. Parents	3.3	3.4	3.3	3.3	3.6	2.0	2.3	N/A	N/A
11. Public Schools	1.8	1.8	1.7	1.4	2.1	2.5	1.3	N/A	N/A
12. Non-Public Schools	2.6	2.5	2.1	2.4	2.6	2.5	2.0	N/A	N/A

TABLE 3 Services Offered as Perceived by Evening Center Staff Members and Principals of Participating Schools

		Weighted Averages							
		Staff				Supervisors			
		Coord.	G.C.	S.W.	Psych.	G.C.	S.W.	Psych.	Prin.
		N=74	N=61	N=36	N=21	N=14	N=6	N=3	N=100
1-14	Extent of the Following Services Performed:								
1.	Diagnosing Problems of Children	3.6	3.5	3.3	3.7	2.3	3.5	4.0	3.2
2.	Consultation with Parents	3.8	3.9	3.6	3.3	2.5	2.0	4.0	3.4
3.	Educational and Vocational Guidance	3.0	3.2	2.2	2.2	3.3	-	4.0	2.9
4.	Counseling with Children	3.7	3.8	2.8	2.6	2.0	-	3.0	3.3
5.	Group Counseling	1.7	1.8	1.5	1.3	1.3	3.0	3.0	2.2
6.	Group Guidance	1.6	1.8	1.6	1.3	1.3	3.0	-	2.2
7.	Teacher Workshops	1.9	1.6	1.6	1.5	2.3	2.5	3.0	2.0
8.	Parent Meetings	2.4	3.4	1.8	1.8	2.4	2.0	2.0	2.5
9.	Referral to Other Agencies	2.6	2.4	2.4	2.3	2.3	-	3.0	2.5
10.	Case Conferences with School Staff	2.1	2.8	2.5	2.6	3.1	3.0	3.0	2.8
11.	Improve Classroom Climate	2.2	2.0	1.9	1.4	2.0	-	3.0	2.5

TABLE 3 (Continued) -

	<u>Coord.</u>	<u>G.C.</u>	<u>S.W.</u>	<u>Psych.</u>	<u>G.C.</u>	<u>S.W.</u>	<u>Psych.</u>	<u>Prin.</u>
12. Consult with Classroom Teachers	2.5	2.5	2.2	2.2	2.0	2.0	3.0	2.6
13. Therapy	2.1	1.9	3.0	2.5	1.0	3.0	3.0	2.5
14. Remedial Work	2.2	2.2	1.6	1.4	3.3	-	2.0	2.4
15-20 Presenting Problems:								
15. Learning Disabilities	3.2	3.3	2.8	3.3	3.3	2.5	4.0	2.4
16. Behavior Problems	3.6	3.6	3.3	3.0	3.3	3.5	4.0	3.2
17. Parent-child Relationships	3.3	3.4	3.4	2.7	3.3	3.5	4.0	2.9
18. Emotional Disorders	3.1	2.9	3.1	3.1	3.3	3.0	4.0	3.0
19. Peer Relationships	2.7	2.8	2.2	2.2	2.0	3.0	3.0	2.7
20. Educational or Vocational Problems	2.7	2.7	2.4	2.4	1.0	-	2.5	2.4
21-27 Professional Services Rendered:								
21. Intake Interviewing	3.6	3.5	3.0	2.6	-	2.0	-	N/A
22. Paper and Pencil Testing	2.0	2.2	1.1	2.2	-	-	-	N/A
23. Individual Testing	1.9	2.0	1.0	3.4	-	-	-	N/A
24. Home Visits	1.2	1.0	1.6	1.0	-	-	-	N/A
25. Parent Interviews	3.7	3.7	3.8	3.1	2.0	2.0	-	N/A

TABLE 3 (Continued) -

	<u>Coord.</u>	<u>G.C.</u>	<u>S.W.</u>	<u>Psych.</u>	<u>G.C.</u>	<u>S.W.</u>	<u>Psych.</u>	<u>Prin.</u>
26. Case Conference	3.6	3.4	3.2	3.2	3.7	3.0	-	N/A
27. Therapy Sessions	1.7	1.9	3.0	2.9	2.0	3.0	-	N/A
28. Follow-up	3.0	3.0	2.8	2.5	2.7	3.0	3.0	-

TABLE 4 Staff as Perceived by Evening Center Staff Members and Principals of Participating Schools

		Weighted Averages							
		Staff				Supervisors			
		<u>Coord.</u>	<u>G.C.</u>	<u>S.W.</u>	<u>Psych.</u>	<u>G.C.</u>	<u>S.W.</u>	<u>Psych.</u>	<u>Prin.</u>
		N=74	N=61	N=36	N=21	N=14	N=6	N=3	N=100
1.	Qualification of Center Staff	3.7	3.9	3.2	3.4	3.1	3.5	3.0	N/A
2.	Cooperation of Center Staff	3.8	3.8	3.4	3.4	3.2	3.3	2.7	N/A
3.	Extent of Supervisory Consultation	3.3	3.3	2.3	1.9	3.6	3.6	3.3	N/A

TABLE 5 Program Contributions and Results as Perceived by Evening Center Staff Members and Principals of Participating Schools

	Weighted Averages							
	Staff				Supervisors			
	Coord.	G.C.	S.W.	Psych.	G.C.	S.W.	Psych.	Prin.
	N=74	N=61	N=36	N=21	N=14	N=6	N=3	N=100
1. Use of Services by Public Schools	2.6	2.4	2.3	2.5	2.2	2.4	2.7	N/A
2. Use of Services by Non-Public Schools	3.4	3.3	3.3	3.6	2.8	3.4	3.3	3.0
3. Meeting Children's Needs	3.0	3.0	2.8	2.5	3.1	3.0	3.0	3.1
4. Reaction of Children	3.6	3.6	3.3	3.4	3.2	3.2	3.5	3.1
5. Reaction of Parents	3.6	3.6	3.3	3.4	3.2	3.2	3.5	3.0
6. Reaction of Classroom Teachers	3.2	3.2	3.2	2.9	3.6	2.7	3.0	3.4
7. Perception of Changes in Children	2.9	2.9	2.9	2.8	2.6	2.7	3.0	2.6
8-14 Extent of Observable Changes in:								
8. Relationships with Peers	2.6	2.5	2.6	2.5	2.5	3.0	3.0	2.4
9. Relationships with Teachers	2.7	2.5	2.7	2.2	2.5	2.5	3.0	2.5
10. Personal Appearance	2.7	3.0	2.8	2.3	2.5	3.0	3.0	2.4
11. School Behavior or Attitude	2.9	2.8	2.8	2.4	3.0	3.0	3.0	2.5
12. Academic Grades	2.7	2.7	2.7	2.7	3.0	2.5	3.0	2.2

TABLE 5 (Continued) -

	<u>Coord.</u>	<u>G.C.</u>	<u>S.W.</u>	<u>Psych.</u>	<u>G.C.</u>	<u>S.W.</u>	<u>Psych.</u>	<u>Prin.</u>
13. Standardized Test	2.1	2.2	2.3	1.5	2.5	-	-	2.1
14. Occupational or Educational Aspirations	2.5	2.5	2.2	2.1	2.5	2.0	-	2.3
15. Improvement of Mental Health Climate	2.8	2.8	2.6	2.5	2.3	2.7	2.5	2.5
16. Improving Teacher's Attitude	2.8	2.7	2.5	2.2	2.4	2.3	2.5	2.9
17. Enhancement of Teacher's Understanding and Acceptance of Guidance	3.0	2.9	2.7	2.6	3.5	2.6	2.5	3.3
18. Improvement of Teacher's Recognition of Presenting Problems	2.9	2.6	2.5	2.6	3.5	2.5	2.5	3.1
19. Overall Evaluation	3.3	3.2	2.8	3.0	2.9	2.8	2.7	3.4
20. Contribution Made	3.0	3.1	2.6	3.0	2.9	3.2	2.7	3.0
21. Continuation of Project	3.5	3.5	3.2	3.4	3.1	4.0	3.5	-





## Appendix B - INSTRUMENTS

### EVENING GUIDANCE CENTERS FOR DISADVANTAGED PUPILS OF PUBLIC AND NON PUBLIC SCHOOLS

#### List of Instruments

Observation Guide for Evening Centers	B1
Interviewing Guide for Use with Parochial School Administrators	B11
Questionnaire for Evening Center Personnel	B16
Questionnaire for Non Public School Principals	B28
Questionnaire for Supervisory Personnel	B38



CENTER FOR URBAN EDUCATION

Evaluation of Clinical and Guidance Services  
for Public and Non-Public Schools

Project 18A

Observation Guide for Evening Centers

Center: .....

Date: .....

Coordinator:.....

Did Center function 1966 .....

Personnel interviewed or observed:

- 1.
- 2.
- 3.

I. DESCRIPTION OF CENTER STAFF

1. Number of staff members .....

2. Profession of staff members

- a. Coordinator:
- b.
- c.
- d.

3. Number of days each staff member works:

- |                 |    |
|-----------------|----|
| a. Coordinator: | e. |
| b.              | f. |
| c.              | g. |
| d.              | h. |

4. Functions performed by coordinator:

Note: On original questionnaire, questions calling for extended comments allowed considerably more space than is shown here.

## 5. Functions performed by other staff members:

a. Counselors:

b. Psychologists:

c. Psychiatrists:

d. Social Workers:

e. Supervisors:

II. KINDS OF ACTIVITIES IN WHICH CENTER IS INVOLVED:

	<u>Yes</u>	<u>No</u>
1. Psychological Diagnosis	.....	.....
2. Diagnosis of Learning Problems	.....	.....
3. Individual Counseling	.....	.....
4. Parent Counseling	.....	.....
5. Group Counseling	.....	.....
6. Teacher Conferences	.....	.....
a. Individual	.....	.....
b. Group	.....	.....

## II. KINDS OF ACTIVITIES IN WHICH CENTER IS INVOLVED (cont'd.):

	<u>Yes</u>	<u>No</u>
7. Non-public or public school staff meetings		
a. non-public	.....	.....
b. public	.....	.....
8. Case conferences	.....	.....
9. Vocational Information and Counseling	.....	.....
10. Short-term psychological counseling	.....	.....
11. Remedial instruction	.....	.....
12. Other		
a.	.....	.....
b.	.....	.....
c.	.....	.....

## III. FACILITIES

### 1. Physical Facilities

- a. Description of facilities (number of rooms, size and condition of rooms, waiting room facilities, heat, light, cleanliness, cooperation of building staff, protection for personnel and clients, etc.)

III. FACILITIES (cont'd.)

- b. Over-all rating of physical facilities on five-point scale:

Excellent .....

Good .....

Adequate .....

Fair .....

Poor .....

2. Equipment

- a. Description of equipment  
(Note such equipment as testing equipment, filing cabinets, storage facilities, play equipment, expendables, telephone service)

- b. Over-all rating of equipment on five-point scale:

Excellent .....

Good .....

Adequate .....

Fair .....

Poor .....



IV. RECORDS

1. Where are records maintained?
2. Who is responsible for security and confidentiality of records?
3. What safeguards are maintained for confidentiality of records?
  - a. Within the center.
  - b. In the sending schools.
4. Who compiles and is responsible for completeness of records?
5. Are more than one set of records maintained on each client?  
If so, by who and what types of records?
6. What types of reports are made to sending schools?
7. What is the policy of the center in transmitting information from records to referral agencies?
8. What type of records are received from non-public or public schools?
  - a. Non-public:
  - b. Public:

V. USE OF REFERRAL RESOURCES

1. To what extent are referrals made to community resources?

A great many .... Many .... Only extreme cases .... Few .... None ....

2. List kinds of community resources used:

V. USE OF REFERRAL RESOURCES (cont'd.)

3. Are there any difficulties in referring client?  
If so, state them.
  
4. Does access to referral to evening center fill a need not met by day clinical and guidance programs?  
If so, how?
  - a. In non-public schools?
  - b. In public schools?
  
5. How are referral procedures implemented?
  - a. Direct referral .....
 

.....	.....
-------	-------
  - b. Referral through supervisors .....
  
6. By whom are referrals made?
  - a. Coordinator .....
 

.....	.....
-------	-------
  - b. Counselor .....
 

.....	.....
-------	-------
  - c. Psychologist .....
 

.....	.....
-------	-------
  - d. Social worker .....
 

.....	.....
-------	-------
  - e. Supervisors .....
 

.....	.....
-------	-------
  
7. What plans are under way for follow-up on referred cases?

VI. HOLDING POWER OF CENTER

1. Staff
  - a. How many different staff members have been in center during 1966-1967 operation? .....
  - b. What are reasons for staff changes?

VI. HOLDING POWER OF CENTER (cont'd.)

## 2. Clients

- a. What is average number of sessions for clients? .....
- b. Have all clients returned for scheduled appointments? .....
- c. What reasons does center staff feel are responsible for non-returns?
- d. What proportion of children referred by non-public and public schools do not keep initial appointment? .....
- e. What follow-up is done?
- f. Which kinds of agency referral seem to be most effective with clients? With parents?

VII. STAFF RELATIONSHIPS

- 1. Does staff appear to be working as a team? Illustrate.
- 2. What difficulties are encountered in using team approach?
- 3. How does the staff view the role of the coordinator?
- 4. Are staff conferences held on each child?
  - Yes .....
  - No .....

VII. STAFF RELATIONSHIPS (cont'd.)

5. Which staff member is ultimately responsible for case disposition?

6. Who is responsible for intake procedures?

VIII. PSYCHIATRIC CONSULTATION

1. What is the role of the psychiatrist in this Center?

2. How often does psychiatrist visit Center?

3. Does he hold, or attend, case conferences?

yes ..... no .....

4. Does he hold conferences with parents?

yes ..... no .....

IX. REPORTING PROCEDURES

1. Who, on the center team, reports to parents?
  
2. Who is responsible for transmitting information  
or reporting to sending school?
  
3. Is reporting done routinely? .....  
After how many interviews? .....
4. What are the informing and reporting  
procedures?

X. RELATIONSHIP OF CENTER STAFF TO IN-SCHOOL COUNSELOR AND SOCIAL WORKER

1. Has there been direct contact between non-  
public school and Center?  
yes ..... no .....
2. If so, by whom was contact initiated?  
Center ..... Non-Public School .....

X. (cont'd.)

3. If contact was made, what was the purpose of contact?

4. What follow-up to contact has there been?

a. With non-public school counselor or social worker.

b. With non-public school principal or principal deputy?

XI. RELATIONSHIP OF CENTER STAFF TO PUBLIC SCHOOL GUIDANCE AND CLINICAL PROGRAMS.

1. Has there been direct contact between public school and Center

Yes .....

No .....

2. If so, by whom was contact initiated?

Center .....

Public School .....

3. If contact was made, what was the purpose of contact?

4. What follow-up to contact has there been?

a. With public school clinical and guidance personnel.

b. With public school principal or principal deputy.

Reporter:.....

CENTER FOR URBAN EDUCATION

Evaluation of Clinical and Guidance Services to Non-Public Schools

1966 - 1967

Interviewing Guide for Use with Parochial School Administrators

Please distinguish between responses relevant exclusively to in-school guidance services in comparison with center services.

1. What does administrator hope from program?
  
  
  
  
  
  
  
  
  
  
2. Does administrator feel the children in his school are receiving these services?

Yes                      No
  
3. What services are being given to the school through the clinical-guidance services?
  - a. Which are for all pupils?
  
  
  
  
  - b. which are for atypical pupils?
  
  
  
  
  
4. What changes are taking place in the school in the following areas as a result of services rendered:
  - a. Administration
  
  
  
  
  - b. Staff
  
  
  
  
  - c. Community (parents, agencies)



d. Children

e. Curriculum

5. Administrators' opinion of efficacy of in-school service compared with out-of-school centers.

6. How does the parochial school administrator perceive the role and function of the services offered

a. in-school

b. center

7. Articulation and communication between parochial school and center

a. What orientation concerning centers has there been for parochial school staff:

1. from project administration

2. from parochial school administration

3. from center administration

- b. Do staff members confer with center staff members? Yes No
- c. Does center staff ask for and consider school recommendations? Yes No
- d. What type and amount of feed-back comes from the out-of-school center?
- e. Do staff members participate in case conferences? Yes No

## 8. Referrals

- a. Are more children referred to agencies since program began? (% referred) Yes No
- b. What type of referrals are made?  
Medical, psychiatric, social agency, courts
- c. Socio-economic level of children referred
1. Are they typical of school population? Yes No
2. Are they typical of community? Yes No
- d. Do parents follow recommendations for referral to a greater extent than before? Yes No
- e. In which school grades have most referrals occurred? .....
- f. Have more boys or girls been referred? .....
- g. What are ages of children referred? .....
- h. Is there a waiting list of children referred? Yes No

- i. If children have not been referred to centers, why not?

9. Changes in children resulting from the program, as perceived by parochial school administrator

- a. Changes in peer relationships.
- b. Educational changes.
- c. Adjustment to classroom and school.
- d. Decline in functioning level?  
Improvement in functioning level?
- e. Changes in play?
- f. Changes in personal appearances?

10. Parental response to program:

- a. What is parents' attitude toward in-school services offered:

- b. Do parents cooperate? Yes No
- c. What is parents' attitude toward referral to center?

- d. How are parents prepared for referral? When, by whom,  
how far in advance?

- e. What are areas of resistance to service if any?

- f. Has there been any demonstrable change in family  
attitude because of services rendered?

11. In-service training program

- a. How many staff members are participating? .....
- b. Would more staff members participate if  
given the opportunity? Yes No
- c. How are staff members chosen for in-service program?
- d. What recommendations does principal have for in-service  
training?

CENTER FOR URBAN EDUCATION  
33 West 42nd St.  
New York, N.Y. 10036

Evaluation Committee for Clinical and Guidance Services

Title I Projects 18A

QUESTIONNAIRE FOR EVENING CENTER PERSONNEL

Name ..... Center .....

Title at Center ..... Employment Dates: From.....To.....

Regular Position: Title ..... School Level.....

Directions:

For each question on the following pages, select your response from one of the coded lists of response options shown below. Mark the code number corresponding to your choice on the line to the right of each question.

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

<u>Code</u>	<u>Possible Response Options</u>				
0	Not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

Please mark responses according to code on facing page:

1. To what extent are you aware of the objectives of this program as stated in the project proposal? 1. ....
2. To what extent were you oriented to the specific role that you were expected to perform at your Center? 2. ....
3. To what extent were you familiar with the socio-cultural background of the student population you were expected to serve? 3. ....
4. To what extent did your sending schools understand the aims and procedures of the Center? 4. ....
- 5 - 7. To what extent have you had personal contact with staff members of the:
  5. participating public schools? 5. ....
  6. participating non-public schools? 6. ....
  7. in-school project? 7. ....
- 8 - 10. How would you rate the communication between center staff and the staff members of the
  8. participating public schools? 8. ....
  9. participating non-public schools? 9. ....
  10. in-school project? 10. ....
- 11 - 13. To what extent were the services that you offered planned in cooperation with the staff members of the:
  11. participating public schools? 11. ....
  12. participating non-public schools? 12. ....
  13. in-school project? 13. ....
- 14 - 16. To what extent did you experience difficulty in working with staff members of the:
  14. participating public schools? 14. ....
  15. participating non-public schools? 15. ....
  16. in-school project? 16. ....



<u>Code</u>	<u>Possible Response Options</u>				
0	Not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

## Evening Center Personnel 3.

Please mark responses according to code on facing page:

- |  |          |
|--|----------|
| 17. To what extent did the public schools make use of the services provided?               | 17. .... |
| 18. To what extent did the non-public schools make use of the services provided?           | 18. .... |
| 19 - 33. To what extent did you perform the following services:                            |          |
| 19. Diagnosing problems of children  | 19. .... |
| 20. Consultation with parents  | 20. .... |
| 21. Educational and vocational guidance  | 21. .... |
| 22. Counseling with children   | 22. .... |
| 23. Group counseling   | 23. .... |
| 24. Group guidance   | 24. .... |
| 25. Teacher workshops  | 25. .... |
| 26. Parent meetings  | 26. .... |
| 27. Referral to other agencies   | 27. .... |
| 28. Case conferences with school staff   | 28. .... |
| 29. Improve classroom climate  | 29. .... |
| 30. Consult with classroom teachers  | 30. .... |
| 31. Therapy  | 31. .... |
| 32. Remedial work  | 32. .... |
| 33. Other please indicate:   | 33. .... |
| 34 - 40. To what extent did you handle the following kinds of cases (presenting problems): |          |
| 34. Learning disabilities  | 34. .... |
| 35. Behavior problems  | 35. .... |
| 36. Parent-child relationships   | 36. .... |
| 37. Emotional disorders  | 37. .... |

<u>Code</u>	<u>Possible Response Options</u>				
0	Not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

## Evening Center Personnel 4.

Please mark responses according to code on facing page:

34 - 40. (cont'd.)

- |   |          |
|---|----------|
| 38. Peer relationships  | 38. .... |
| 39. Educational or vocational problems  | 39. .... |
| 40. Other please indicate:  | 40. .... |
|   |          |
| 41. To what extent were the physical facilities conducive to a good working environment?            | 41. .... |
| 42. To what extent were the necessary supplies and equipment available for your use?                | 42. .... |
| 43. To what extent does the Center's location facilitate contact with prospective clients?          | 43. .... |
| 44 - 48. To what extent were your daily hours of work conducive to effective contacts with the:     |          |
| 44. children?   | 44. .... |
| 45. parents?  | 45. .... |
| 46. participating public school staffs?   | 46. .... |
| 47. participating non-public school staffs?   | 47. .... |
| 48. outside agencies?   | 48. .... |
| 49 - 53. To what extent did your weekly time schedule allow you to make effective contacts with the |          |
| 49. children?   | 49. .... |
| 50. parents?  | 50. .... |
| 51. center staff?   | 51. .... |
| 52. participating public school staffs?   | 52. .... |
| 53. participating non-public school staffs  | 53. .... |
| 54. To what extent were the referral forms adequate for proper handling of the cases?               | 54. .... |
| 55. How would you rate the qualifications of the center staff members as a group?                   | 55. .... |
| 56. How would you rate the cooperation of the center staff members as a group?                      | 56. .... |

<u>Code</u>	<u>Possible Response Options</u>				
0	Not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

Please mark responses according  
to code on facing page:

Evening Center Personnel 5.

57. To what extent was supervisory consultation  
available on a regular basis? 57. ....
- 58 - 64. To what extent did you perform the follow-  
ing professional services related to your own  
discipline?
- |                              |          |
|------------------------------|----------|
| 58. Intake interviewing      | 58. .... |
| 59. Paper and pencil testing | 59. .... |
| 60. Individual testing       | 60. .... |
| 61. Home visits              | 61. .... |
| 62. Parent interviews        | 62. .... |
| 63. Case conference          | 63. .... |
| 64. Therapy sessions         | 64. .... |
65. To what extent did the Center meet the needs of  
the children referred? 65. ....
66. To what extent were you able to follow-up cases  
that you referred or treated? 66. ....
67. How did the children react to the services  
offered? 67. ....
68. How did the parents react to the services offered? 68. ....
69. How did the participating teacher react to the ser-  
vices offered? 69. ....
70. To what extent were you able to perceive any changes  
in pupils with whom you worked? 70. ....
71. - 77. To what extent did you observe changes taking  
place among children in
- |  |          |
|--|----------|
| 71. relationships with peers?              | 71. .... |
| 72. relationships with teachers?           | 72. .... |
| 73. personal appearance?                   | 73. .... |
| 74. school behavior or attitude?           | 74. .... |
| 75. academic grades?                       | 75. .... |
| 76. standardized test scores?              | 76. .... |
| 77. occupational or education aspirations? | 77. .... |

<u>Code</u>	<u>Possible Response Options</u>				
0	Not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent



## Evening Center Personnel

6.

Please mark responses according to code on facing page:

78. To what extent were your activities contributory to improving the mental health climate of your sending school? 78. ....
79. To what extent were you able to influence the attitudes of the staffs of sending schools toward children? 79. ....
80. To what extent do you feel you made a contribution toward improving the teachers' attitudes toward children? 80. ....
81. To what extent do you feel you were able to enhance the teacher's understanding of guidance services? 81. ....
82. To what extent do you feel you were able to increase the teacher's acceptance of guidance services? 82. ....
83. To what extent were you able to improve the teacher's recognition of the more important presenting problems of children? 83. ....
84. How would you evaluate the overall project? 84. ....
85. Were you able to make the contribution that you anticipated? 85. ....
86. To what extent do you think the present in-school program should be continued? 86. ....

## Evening Center Personnel

7.

87. What have been the greatest problems, in your opinion, to the implementation of this project?
88. What recommendations to you suggest to improve the operation of the project?
89. What is your recommendation regarding continuation of the Evening Centers? (Please check one)
- |                             |       |
|-----------------------------|-------|
| Continue as is              | ..... |
| Continue with modifications | ..... |
| Discontinue                 | ..... |

Please state the major reasons for your recommendation:

THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

CENTER FOR URBAN EDUCATION  
33 West 42nd St.  
New York, N.Y. 10036

Evaluation Committee for Clinical and Guidance Services

Title I Projects 18A and 18B

QUESTIONNAIRE FOR NON-PUBLIC SCHOOL PRINCIPALS

Name ..... School .....

Title ....., Affiliated Center .....

Directions:

- a. For each question on the following pages, select your response from one of the coded lists of response options shown below. Mark the code number corresponding to your choice on the line to the right of each question.

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

- b. For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.

## Principals' Questionnaire 2.

Please mark responses according to code on facing page:

	I Evening Guidance Program	II In-School Guidance Program
1. To what extent are you aware of the objectives of these programs as stated in the project proposals?	1. ....	.....
2. To what extent did you understand the aims and procedures of these programs?	2. ....	.....
3. To what extent were you oriented to the specific <u>role</u> that <u>you</u> were expected to perform in these programs?	3. ....	.....
4. To what extent were the assigned personnel familiar with the socio-cultural background of your student population?	4. ....	.....
5. To what extent have you had personal contact with professional staff members of each of the programs?	5. ....	.....
6. How would you rate the communication between the program staff and member of your school staff?	6. ....	.....
7. To what extent were the services offered by these programs planned in cooperation with your school?	7. ....	.....
8. To what extent did you experience difficulty in working with the programs and their staffs?	8. ....	.....
9. To what extent did your school make use of the services provided by these programs?	9. ....	.....
10. To what extent were the physical facilities provided conducive to a good working environment?	10. ....	.....
11. To what extent were the necessary supplies and equipment available for personnel involved in the program?	11. ....	.....
12. To what extent does the Center's location facilitate contact with your pupils?	12. ....	...0..
13 - 18. To what extent were the hours of operation of the evening center conducive to effective contacts by center personnel with:		
13. children?	13. ....	...0..
14. parents?	14. ....	...0..
15. yourself?	15. ....	...0..
16. your staff?	16. ....	...0..

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.

## Principal's Questionnaire

3.

Please mark responses according to code on facing page:

I  
Evening  
Guidance  
Program

II  
In-School  
Guidance  
Program

13 -18. (cont'd.)

17. outside agencies? 17. .... 0..

18. in-school programs? 18. .... 0..

19 - 24. To what extent did the time schedule of your in-school assigned personnel allow them to make effective contacts with:

19. children? 19. ...0.. .....

20. parents? 20. ...0.. .....

21. yourself? 21. ...0.. .....

22. your staff? 22. ...0.. .....

23. center staff? 23. ...0.. .....

24. outside agencies? 24. ...0.. .....

25. To what extent were referral forms adequate for proper handling of cases?

25. .... .....

26. How would you rate the cooperation of the various program staff members?

26. .... .....

27 - 41. To what extent did the programs provide the following services?

27. Diagnosing problems of children 27. .... .....

28. Consultation with parents 28. .... .....

29. Educational and vocational guidance 29. .... .....

30. Counseling with children 30. .... .....

31. Group counseling 31. .... .....

32. Group guidance 32. .... .....

33. Teacher workshops 33. .... .....

34. Parent meetings 34. .... .....

35. Referral to other agencies 35. .... .....

36. Case conferences with school staff 36. .... .....

37. Improvement of classroom climate 37. .... .....

38. Consultation with classroom teachers 38. .... .....



<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.

## Principal's Questionnaire

40

Please mark responses according to code  
on facing page:

I  
Evening  
Guidance  
Program

II  
In-School  
Guidance  
Program

27 -41 (cont'd.)

39. Therapy	39. ....	.....
40. Remedial work	40. ....	.....
41. Other please indicate:	41. ....	.....

42 - 48. To what extent did the programs handle  
the following kinds of cases (presenting problems)?

42. Learning disabilities	42. ....	.....
43. Behavior problems	43. ....	.....
44. Parent-child relationships	44. ....	.....
45. Emotional disorders	45. ....	.....
46. Peer relationships	46. ....	.....
47. Educational or vocational problems	47. ....	.....
48. Other please indicate:	48. ....	.....

49. To what extent did the programs meet the needs of the children referred by your school?	49. ....	.....
50. What was the reaction of the children to the services offered?	50. ....	.....
51. What was the reaction of the parents to the services offered?	51. ....	.....
52. What was the reaction of your staff to the services offered?	52. ....	.....
53. To what extent were you able to perceive any changes in students referred to either program?	53. ....	.....

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable,	cannot respond,	insufficient knowledge,	etc.	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great ex- tent	in many cases	very often	done very well	excellent

For each question, please respond where appropriate for both the Evening Guidance Program and the In-School Guidance Program.

## Principal's Questionnaire

5.

Please mark responses according to code  
on facing page:

I  
Evening  
Guidance  
Program

II  
In-School  
Guidance  
Program

54 - 60. As a result of these programs, to what  
extent did observable changes take place  
among children in:

- |   |          |       |
|---|----------|-------|
| 54. relationships with peers?   | 54. .... | ..... |
| 55. relationships with teachers?  | 55. .... | ..... |
| 56. personal appearance?  | 56. .... | ..... |
| 57. school behavior or attitude?  | 57. .... | ..... |
| 58. academic grades?  | 58. .... | ..... |
| 59. standardized test scores?   | 59. .... | ..... |
| 60. occupational or educational<br>aspirations?   | 60. .... | ..... |
| 61. To what extent did the activities in these<br>programs contribute to improving the mental<br>health climate of your school?                 | 61. .... | ..... |
| 62. To what extent did these programs make a con-<br>tribution toward improving your staff's<br>(teachers') attitudes toward children?          | 62. .... | ..... |
| 63. To what extent did these programs enhance your<br>staff's (teachers') understanding of guidance<br>services?                                | 63. .... | ..... |
| 64. To what extent did these programs improve your<br>staff's (teachers') acceptance of guidance<br>services?                                   | 64. .... | ..... |
| 65. To what extent did these programs improve your<br>staff's (teachers') recognition of the more<br>important presenting problems of children? | 65. .... | ..... |
| 66. What is your evaluation of the project?   | 66. .... | ..... |
| 67. To what extent did the programs make the con-<br>tribution that you anticipated?  | 67. .... | ..... |
| 68. What have been the greatest problems, in your<br>opinion, in the implementation of these projects?  |          |       |

69. What recommendations do you suggest to improve the operation of these projects?

70. What is your recommendation regarding continuation of these projects? (Please check one in each column.)

	<u>Evening Centers</u>	<u>In-School Program</u>
Continue as is	.....	.....
Continue with modifications	.....	.....
Discontinue	.....	.....

Please state the major reasons for your recommendations.

THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

CENTER FOR URBAN EDUCATION  
33 West 42nd Street  
New York, New York

To: Supervisors of Projects 13A & 18B

From: Evaluating Committee, Clinical and Guidance Services to Non-Public  
Schools

The evaluating committee had hoped that the flexible use of the questionnaire for Evening Center Personnel by the Supervisors would enable the committee to obtain necessary information and at the same time minimize the amount of work entailed in completion of forms.

However, many supervisors have indicated that the use of the aforementioned form is inadequate for a valid evaluation of the centers or in-school programs they supervised.

A new form has been constructed, therefore, and a sufficient number is being sent to you to enable you to complete a form for each of the centers and/or in school programs you supervised.

Since there must be conformity in the form used by supervisors, will you please complete these forms even though you have already returned a form.

Please return the forms as soon as possible to:

The Center for Urban Education  
33 West 42nd Street  
New York, N.Y.

Projects 18A & 18B

CENTER FOR URBAN EDUCATION  
33 West 42nd St.  
New York, N.Y. 10036

Evaluation Committee for Clinical and Guidance Services

Title I Projects 18A & 18B

QUESTIONNAIRE FOR SUPERVISORY PERSONNEL

Name.....Center/School.....

Discipline.....Employment Dates: From.....To.....

Regular Position Title.....School Level.....

Directions:

For each question on the following pages, select your response from one of the coded lists of response options shown below. Mark the code number corresponding to your choice on the line to the right of each question. Questions on the last pages require brief opinion responses. These responses will be accorded particular attention by the committee.

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable	cannot respond	insufficient knowledge	etc	
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent



Supervisors 2.

Please mark responses according to code on facing page:

1. To what extent are you aware of the objectives of this program as stated in the project proposal? 1. ....
2. To what extent were you oriented to the specific role that you were expected to perform? 2. ....
3. To what extent were you familiar with the socio-cultural background of the student population your staff was expected to serve? 3. ....
- 4-5. To what extent did the staffs of your participating schools understand the aims and procedures
  4. of the Center? 4. ....
  5. of the In-School project? 5. ....
- 6-9. To what extent have you had personal contact with staff members of the:
  6. participating public schools? 6. ....
  7. participating non-public schools? 7. ....
  8. in-school project? 8. ....
  9. evening centers? 9. ....
- 10-12. How would you rate the communication between center staff and the staff members of the:
  10. participating public schools? 10. ....
  11. participating non-public schools? 11. ....
  12. in-school project? 12. ....
- 13-16. To what extent were the services that you offered planned in cooperation with the staff members of the:
  13. participating public schools? 13. ....
  14. participating non-public schools? 14. ....
  15. in-school project? 15. ....
  16. center? 16. ....

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

Please mark responses according to code on facing page:

17-20. To what extent did you experience difficulty in working with staff members of the:

- |                                       |          |
|---------------------------------------|----------|
| 17. participating public schools?     | 17. .... |
| 18. participating non-public schools? | 18. .... |
| 19. in-school project?                | 19. .... |
| 20. center?                           | 20. .... |

21. To what extent did the public schools make use of Center services provided?	21. ....
---	----------

22. To what extent did the non-public schools make use of the services provided?	22. ....
--	----------

23-37. To what extent did the personnel you supervised perform the following services:

- |   |            |
|---|------------|
| 23. Diagnosing problems of children     | 23. ....   |
| 24. Consultation with parents           | 24. ....   |
| 25. Educational and vocational guidance | 25. ....   |
| 26. Counseling with children            | 26. ....   |
| 27. Group counseling                    | 27. ....   |
| 28. Group guidance                      | 28. ....   |
| 29. Teacher workshops                   | 29. ....   |
| 30. Parent meetings                     | 30. ....   |
| 31. Referral to other agencies          | 31. ....   |
| 32. Case conferences with school staff  | 32. ....   |
| 33. Improve classroom climate           | 33. ....   |
| 34. Consult with classroom teachers     | 34. ....   |
| 35. Therapy                             | 35. ....   |
| 36. Remedial work                       | 36. . .... |
| 37. Other: please indicate              | 37. ....   |

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

Please mark responses according to code on facing page:

38-44. To what extent did the personnel you supervised handle the following kinds of cases (presenting problems):

- |  |             |
|--|-------------|
| 38. Learning disabilities              | 38. . . . . |
| 39. Behaviour problems                 | 39. . . . . |
| 40. Parent-child relationships         | 40. . . . . |
| 41. Emotional disorders                | 41. . . . . |
| 42. Peer relationships                 | 42. . . . . |
| 43. Educational or vocational problems | 43. . . . . |
| 44. Other: please indicate             | 44. . . . . |

45. To what extent were the physical facilities conducive to a good working environment? 45. . . . .

46. To what extent were the necessary supplies and equipment available for use? 46. . . . .

47. To what extent does the Center's location facilitate contact with the prospective clients? 47. . . . .

48-52. To what extent were your daily hours of work conducive to effective contacts with the:

- |   |             |
|---|-------------|
| 48. center staff                          | 48. . . . . |
| 49. in-school project                     | 49. . . . . |
| 50. participating public school staff     | 50. . . . . |
| 51. participating non-public school staff | 51. . . . . |
| 52. outside agencies                      | 52. . . . . |

53-56. To what extent did your weekly time schedule allow you to make effective contacts with the:

- |  |             |
|--|-------------|
| 53. center staff                           | 53. . . . . |
| 54. in-school project staff                | 54. . . . . |
| 55. participating public school staff      | 55. . . . . |
| 56. participating non-public school staffs | 56. . . . . |

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent

Please mark responses according to code on facing page:

- |        |  |             |
|--------|--|-------------|
| 57.    | To what extent were the referral forms adequate for proper handling of the cases?            | 57. . . . . |
| 58.    | How would you rate the qualifications of the center staff members as a group?                | 58. ....    |
| 59.    | How would you rate the cooperation of the center staff members as a group?                   | 59. ....    |
| 60.    | How would you rate the qualifications of the in-school project staff?                        | 60. ....    |
| 61.    | How would you rate the cooperation of the in-school project staff?                           | 61. ....    |
| 62.    | To what extent was your supervisory consultation available on a regular basis to your staff? | 62. ....    |
| 63-66. | To what extent did <u>you</u> perform the following supervisory services:                    |             |
| 63.    | supervision of professional work with clientele?   | 63. ....    |
| 64.    | supervision of administrative procedures?  | 64. ....    |
| 65.    | consultation on inter-disciplinary relationships?  | 65. ....    |
| 66.    | Other: please indicate   | 66. ....    |
| 67.    | To what extent do you feel the Center met the needs of children referred?                    | 67. ....    |
| 68.    | To what extent was your staff able to follow up cases that were referred or treated?         | 68. ....    |
| 69.    | How did the teachers of referred children react to the services offered?                     | 69. ....    |
| 70-73. | To what extent did the psychiatrist contribute to the:                                       |             |
| 70.    | center staff   | 70. ....    |
| 71.    | children   | 71. ....    |
| 72.    | parents  | 72. ....    |
| 73.    | supervisors  | 73. ....    |

<u>Code</u>	<u>Possible Response Options</u>				
0	not applicable, cannot respond, insufficient knowledge, etc.				
1	not at all	in no cases	never	very badly done	unsatisfactory
2	to a limited extent	in a few cases	rarely	poorly done	fair
3	to some extent	in several cases	often	done well	good
4	to a great extent	in many cases	very often	done very well	excellent



Please mark responses according to code on facing page:

- 74-75. How would you evaluate the over-all services rendered by the:

74. center 74. ....

75. in-school project 75. ....

76. How would you define the role of the supervisor in projects of this nature?

77. To what extent were you able to fulfill the role you defined?

78. What were the greatest strengths, in your opinion, of the project?

79. What have been the greatest problems, in your opinion, of the project?

Supervisors 7.

80. What recommendations do you suggest to improve the operation of the project?

81. What is your recommendation regarding continuation of the Evening Centers? (Please check one)

Continue as is

\_\_\_\_\_

Continue with modifications

\_\_\_\_\_

Discontinue

\_\_\_\_\_

Please state the major reasons for your recommendations concerning Evening Centers:

82. What is your recommendation regarding continuation of the In-school Project? (Please check one)

Continue as is

.....

Continue with modifications

.....

Discontinue

\_\_\_\_\_

Please state the major reasons for your recommendation concerning the In-school Project?

THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

APPENDIX C

Staff List

Dr. Dorothy Davis Sebal, Evaluation Chairman  
Professor and Coordinator, Area of Special Services  
Teacher Education Program  
Hunter College of the City University of New York

Dr. Robert E. Doyle  
Associate Professor and Chairman, Department of Counseling Education  
St. John's University

Dr. Gordon Fifer  
Professor, Psychological Research and Evaluation  
Assistant Director, Undergraduate Teacher Education Program  
Hunter College of the City University of New York

Dr. Bernard Katz  
Associate Professor, Guidance and School Counseling  
School of Education  
New York University

Dr. Bertram Kirsch  
Clinical Psychologist  
Former Director of Psychological Services for the Evaluation and  
Counseling program for Retarded Children  
Connecticut Health Department

Dr. John D. Van Buren  
Assistant Professor, Department of Counselor Education  
Hofstra University



## APPENDIX C

Staff List

Dr. David J. Fox, Evaluation Chairman

Associate Professor

Director, Educational Research and Evaluation Services

Chairman, Department of Social and Psychological Foundations

School of Education

College of the City of New York

Dr. Willard G. Adams

Associate Professor

Department of Secondary Education

School of Education

College of the City of New York

Dr. Augustine Brezina

Assistant Professor

Department of Secondary Education

School of Education

College of the City of New York

Debora Brink

Lecturer

Department of Social and

Psychological Foundations

School of Education

College of the City of New York

Dr. Dorothy Cohen

Senior Faculty

Graduate Programs

Bank St. College of Education

Dr. Harold Davis

Assistant Professor

Department of School Services

School of Education

College of the City of New York

Mr. Richard G. Durnin

Lecturer

Department of Social and

Psychological Foundations

School of Education

College of the City of New York

Mrs. Sophie L. Elam

Assistant Professor

Department of Social and

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School of Education

College of the City of New York

Mrs. Lorraine S. Flaum

Evaluation Coordinator

Dr. William M. Greenstadt

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Department of School Services

School of Education

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Dr. Ruth Grossman

Assistant Professor

Department of Elementary Education

School of Education

College of the City of New York

Dr. George Hammer

Assistant Professor

Department of Secondary Education

School of Education

College of the City of New York

Mr. Frederick Hill, Jr.

Doctoral Candidate

Ferkauf Graduate School of Education

Yeshiva University

Dr. Lisa Kuhmerker

Assistant Professor

Department of Education

Hunter College

Miss Jean Fair Mitchell  
Headmistress  
The Brearley School

Dr. Julius Rosen  
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Department of School Services  
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Mrs. Peggy M. Schwarz  
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School of Education  
College of the City of New York

Mr. James W. Stern  
Headmaster  
Columbia Grammar School

Mrs. Emmeline Weinberg  
Lecturer  
Department of Elementary Education  
School of Education  
College of the City of New York

Dr. Theresa A. Woodruff  
Associate Professor  
Department of Elementary Education  
School of Education  
College of the City of New York

















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